

Professional Growth and Evaluation Handbook *For Teachers*



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Professional Growth & Evaluation Handbook

Ashland Professional Growth & Evaluation System

The Professional Growth and Evaluation System for Teachers focuses on the process of collecting and analyzing evidence based on multiple measures to support teacher effectiveness and growth. Senate Bill 290 provides the framework legally necessary for the evaluation system while allowing districts to tailor the system to fit the personality of their district. There are five core principles outlined below that our district must follow. This evaluation system is a vehicle to improve teacher effectiveness and increase collaboration among fellow teachers (and between teachers and administrators) while allowing us all to grow together to improve student learning.

1. Standards of Professional Practice

The Model Core Teaching Standards were developed by Interstate Teacher Assessment and Support Consortium (InTASC) and are divided into four domains (see *Appendix G*).

<u>The Learner and Learning</u> Standard #1: Learner Development Standard #2: Learning Differences Standard #3: Learning Environments	<u>Instructional Practice</u> Standard #6: Assessment Standard #7: Planning for Instruction Standard #8: Instructional Strategies
<u>Content Knowledge</u> Standard #4: Content Knowledge Standard #5: Application of Content	<u>Professional Responsibility</u> Standard #9: Professional Learning and Ethical Practice Standard #10: Leadership and Collaboration

Ashland is using, and the ODE has approved, Kim Marshall's Teacher Evaluation Rubric as a research-based tool to evaluate the above domains. See pg. 12 for Marshall's complete rubric.

***For further detail on InTASC Standards, visit <http://www.ccsso.org/Documents/2011/InTASC> .*

2. Four Differentiated Performance Levels

H = Highly Effective, E = Effective, I = Improvement Necessary, D = Does Not Meet

3. Multiple Measures

The multiple measures refer to tools, instruments, protocols, assessments, and processes to collect evidence on performance and assessment. These measures must support each of the following three categories:

- A. Professional Practice
- B. Professional Responsibilities
- C. Student Learning and Growth

All Teachers will be evaluated using at least two measures for each of the three components in combination with one another. Teachers and Evaluators will use evidence from all three areas and components to holistically rate performance.

4. Evaluation and Professional Growth Cycle

Administrators and teachers are evaluated on a regular cycle that includes self-reflection, goal setting, observations, formative assessment and summative evaluation.

5. Aligned Professional Learning

Professional learning and growth connect to the evaluation process for teachers and administrators and, in turn, direct professional development.

Each teacher will write two student learning goals (SLG), a professional practice goal (PPG), and a professional responsibility goal (PRG) on the *Ashland Goals Sheet* (pg. 20). The SLGs must be written annually while the PPG and PRG are on a two year cycle. (Please see *Ashland Teacher Evaluation Timeline* (pg. 8) and *the Probationary Teacher Evaluation Timeline* (pg. 9). The following will guide you in creating goals and collecting evidence.

Student Learning and Growth Goals (SLG)

Below are suggested steps in using the tools and documents in this evaluation binder.

1. Read the explanation below regarding the criteria for Student Learning Goals from the Oregon Framework for Teacher and Administrator Evaluation and Support Systems. We must follow these criteria.

Student Learning and Growth: Evidence of teachers' contribution to student learning and growth. Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment (see table below). They also specify what evidence will be provided to document progress on each goal:

a) Teachers who are responsible for student learning in tested subjects and grades (i.e. ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (category 1) and will also select one or more additional measures from category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills.

b) Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach (pp. 22-23).

Types of Measures for Student Learning and Growth for Teacher Evaluations

Category	Types of Measures (aligned to standards)	Examples include, but are not limited to:
1	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments
2	Common national, international, regional, district-developed measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms
3	Classroom-based or school-wide measures	Student performances, portfolios, products, projects, work samples, tests

2. Assess your students.
3. If needed, use the following tools to help you write a SMART (Specific, Measurable, Appropriate, Realistic and Time-bound) goal: Appendix A: SLG Development Process Article, Appendix B: Guide for Developing SMART Goals document, Appendix C: Step-By-Step SMART Goals Process, and Appendix D: Sample SMART Goals for Student Growth document.
4. Complete SLGs on the Ashland Goals Sheet. At least 1 SLG is chosen by the teacher in collaboration with their evaluator. 1 SLG may be administratively directed based on school and district goals.
5. Meet with your administrator/evaluator to review your SLGs.

6. Assess and collect evidence supporting the SLGs.
7. Meet mid-course (mid-year) with your administrator/evaluator and make adjustments as necessary to meet your three goals.
8. Continue assessing and collecting evidence supporting the goals.
9. Meet with administrator/evaluator for summative review. Follow the guidelines on the matrix.

Professional Practice Goal (PPG)

Below are suggested steps in using the tools and documents in this evaluation binder.

1. Review domains 1, 2, 3, and 4 on the Teacher Evaluation Rubric (adopted from Kim Marshall). Self-assess in all 10 criteria in the four domains by circling the appropriate level (Highly Effective, Effective, Improvement Necessary, Does Not Meet) on the document.
2. Meet with the administrator and review scores on self-assessment.
3. If the teacher and administrator disagree on the scores, then they discuss and collaboratively resolve this. Possible next steps are: use the rubric as a framework (for example, explicitly define the words in the rubric) and/or the teacher can support his/her position by providing additional evidence.
4. Collaborate with your evaluator to write your goal on the Ashland Goals Sheet, page 2.
5. Teacher and administrator also need to agree on the evidence that will be used to reach these goals. The evidence must include multiple measures (*see Appendix E*).
6. Assess and collect evidence supporting the PPG throughout the year.
7. Meet mid-course (mid-year) with your administrator/evaluator and make adjustments as necessary to meet your four goals.
8. Continue assessing and collecting evidence supporting the goals.
9. Meet with administrator/evaluator for summative review. Follow the guidelines on the matrix.

Professional Responsibility Goal (PRG)

Below are suggested steps in using the tools and documents in this evaluation binder.

1. Review domain 5 and 6 on the Teacher Evaluation Rubrics. Self-assess in all 10 criteria in the two domains by circling the appropriate level (Highly Effective, Effective, Improvement Necessary, Does not Meet) on the document.
2. Meet with the administrator and review scores on self-assessment.
3. If the teacher and administrator disagree on the scores, then they discuss and collaboratively resolve this. Possible next steps are: use the rubric as a framework (for example, explicitly define the words in the rubric) and/or the teacher can support his/her position by providing additional evidence.
4. Collaborate with your evaluator to write your goal on the Ashland Goals Sheet, page 2.
5. Teacher and administrator also need to agree on the evidence that will be used to reach these goals. The evidence must include multiple measures (*see Appendix E*).
6. Assess and collect evidence supporting the PRG throughout the year.
7. Meet mid-course (mid-year) with your administrator/evaluator and make adjustments as necessary to meet your four goals.
8. Continue assessing and collecting evidence supporting the goals.
9. Meet with administrator/evaluator for summative review. Follow the guidelines on the matrix.



Professional Development Aligned with Evaluation

As stated in Element 5 of the Oregon Framework for Teacher and Administrator Evaluation and Support Systems: “The focus of the evaluation system is on improving professional practice and student learning. To that end, linking evaluations with high quality professional learning is key (p35).”

Our evaluation and professional development (PD) plans are aligned ultimately through interpretation of a teacher’s placement on the Summative Teacher Evaluation Matrix (*see pg. 22-23*). In this way PD needs are directly influenced by all the elements of the evaluation system. Our professional development cycle includes a teacher’s assessment of their PD needs and goals, finding appropriate PD opportunities to address those needs, application of the learning that occurred in the PD, interim review of PD’s effectiveness in meeting PD goal, and final review of PD outcomes. The cycle of PD mirrors the evaluation cycle (*see pg. 11*).

The Professional Development Planning Committee will review PD requests to ensure teacher professional development is linked to Professional Practice, Professional Responsibility, and/or Student Learning Goals.

Teachers have access to and are encouraged to use an electronic portfolio (Talent ED) option for evidence collection.

Ashland Teacher Evaluation Timeline

Probationary Teachers: See the Probationary Teacher Timeline on the following pages.

Year One	Year Two
<p>August/September:</p> <ul style="list-style-type: none"> * Evaluators will schedule meeting dates for initial conference, mid-course review, and summative review. * Teacher completes self-evaluation using Teacher Evaluation Rubric to review with evaluator at initial conference. <p>September/October: Initial Conference</p> <ul style="list-style-type: none"> * Use the SMART goal process to choose 2 Student Learning Goals (SLG). At least 1 SLG is chosen by the teacher in collaboration with their evaluator. 1 SLG may be administratively directed based on school and district goals. * Meet with evaluator to review these two goals between Oct.15-31. Submit Ashland Goal Sheet (SLGs) at this meeting. <i>Creating the goals is a collaborative process between the teacher and evaluator.</i> <p>September-May: Ongoing</p> <ul style="list-style-type: none"> * Assess and collect evidence to support goals. <p>January: Mid-Course Review</p> <ul style="list-style-type: none"> * Conduct mid-year review with evaluator of SLG, re-set direction based on this review/data/information/feedback. <p>May: Summative Review</p> <ul style="list-style-type: none"> * By May 1st, the teacher will submit a written reflection of SLG and collection of evidence. * By June 1st, the evaluator will meet with the teacher and complete the Ashland Goal Sheet. 	<p>August/September:</p> <ul style="list-style-type: none"> * Evaluators will schedule meeting dates for initial conference, mid-course review, and summative review. * Teacher completes self-evaluation using Teacher Evaluation Rubric to review with evaluator at initial conference. <p>September/October: Initial Conference</p> <ul style="list-style-type: none"> * Use the SMART goal process to choose 2 Student Learning Goals (SLG). At least 1 SLG is chosen by the teacher in collaboration with their evaluator. 1 SLG may be administratively directed based on school and district goals. * Review teacher self-evaluation – identify areas of focus for the Professional Practice Goal and the Professional Responsibility Goal from the Marshall rubric specifying the criteria (a-j) which will align and support your 2 chosen SLGs. * Meet with evaluator to review these four goals between Oct.15-31. Submit Ashland Goal Sheet (SLGs, PPG, and PRG) at this meeting. <i>Creating the goals is a collaborative process between the teacher and evaluator.</i> <p>September-May: Ongoing</p> <ul style="list-style-type: none"> * Evaluator will make a minimum 15 unscheduled 5-7 min. observations in teacher classrooms. Feedback, using the Teacher Evaluation Rubric, will be given in written form or electronically within 24 hours. Ideally, the feedback will be on the identified goals however, feedback may include any elements of the rubric. * If the evaluator determines there are areas of “improvement necessary” or “does not meet standards” the evaluator and the teacher will meet face to face within 48 hours to discuss strategies for improvement. * Evaluators may conduct longer observations when they or the teacher deem necessary. * Assess and collect evidence to support goals. <p>January: Mid-Course Review</p> <ul style="list-style-type: none"> * Conduct mid-year review with evaluator of SLG/PPG/PRG, re-set direction based on this review/data/information/feedback. * If by mid-year the evaluator has not observed any evidence of the identified goals the teacher and evaluator will meet to discuss how to ensure the observation of the identified goals. <p>May: Summative Review</p> <ul style="list-style-type: none"> * By May 1st, the teacher will submit a written reflection of SLG/PPG/PRG and collection of evidence. * By June 1st, the evaluator will meet with the teacher and complete the Ashland Goal Sheet and the Teacher Effectiveness Matrix.

- * At any time a teacher can request a meeting with their evaluator to discuss or dispute any feedback.
- * At any time a teacher may invite support personnel to attend meetings with the teacher and their evaluator (i.e.: mentor teacher, union representative, TOSAs, etc.).
- * An employee may attach a written response to any evaluation, and such statement will be placed in the employee’s personnel file.
- * Teacher and evaluator can agree to modify the timeline if needed.

Probationary Teacher Evaluation Timeline

Please note: The probationary evaluation system is “administrator driven.” All evaluation activities are done in partnership between the probationary teacher and the administrator responsible for evaluation.

September:

- Review the 6 domains of effective teaching (Marshall rubric) and identify two areas for concentration for Professional Learning Goals.
- Use the Marshall rubric to identify areas of strength and growth in each of the domains.
- **Beginning teachers:** meet with their mentor teacher once per month to review domains and get the mentor’s input on targeted areas of strength and growth throughout the year. The mentor teacher is not an evaluator for beginning teachers, but an experienced, supportive guide and should be completely open and honest about predictable struggles. With that said, observations made by mentors could be utilized (at the discretion of beginning teacher) as one measure of evidence of growth or proficiency.

October

- Submit goals to the evaluator based upon September’s self-assessment (due Oct. 15).
- Meet with the evaluator to review and analyze two Student Learning Goals (SLGs).
- Meet with evaluator to review Professional Learning Goals. All six (Marshall) domains must be reviewed within the three year probationary period.
- Complete Ashland Goals sheet.
- Schedule at least one formal observation with administrator including pre-observation and post-observation meetings to be completed by November 15. (Evaluator may schedule other formal observations throughout the year; evaluator must simultaneously begin the process of **15** unannounced five-minute observations.)
- Start to gather a collection of evidence, which will demonstrate growth and/or proficiency.
- **Beginning teachers:** schedule classroom formative observations and on-going discussions with mentor teacher based upon the Marshall Rubric. **Beginning teachers** (as noted above) may use feedback from mentor teachers as one measure of growth or proficiency.

November

- Work with evaluator to determine the evidence to be collected to document growth in the selected domains (multiple measures).
- Complete formal classroom observation with evaluator and receive verbal and written feedback.
- **Beginning teachers:** work with the mentor teacher and/or evaluator to arrange observations of other teachers at your grade level or in your department.

December

- Continue to gather multiple measures of evidence for selected goals.
- Continue to receive formative observations from mentor.
- Continue to receive feedback from evaluator after each of the 15 unannounced classroom visits.

January

- Schedule and conduct mid-year review meeting with your evaluator.
- Continue to gather a collection of evidence, which will demonstrate proficiency.
- Conduct mid-year review of SLGs and professional goals.
- Adjust and/or modify strategies as needed.

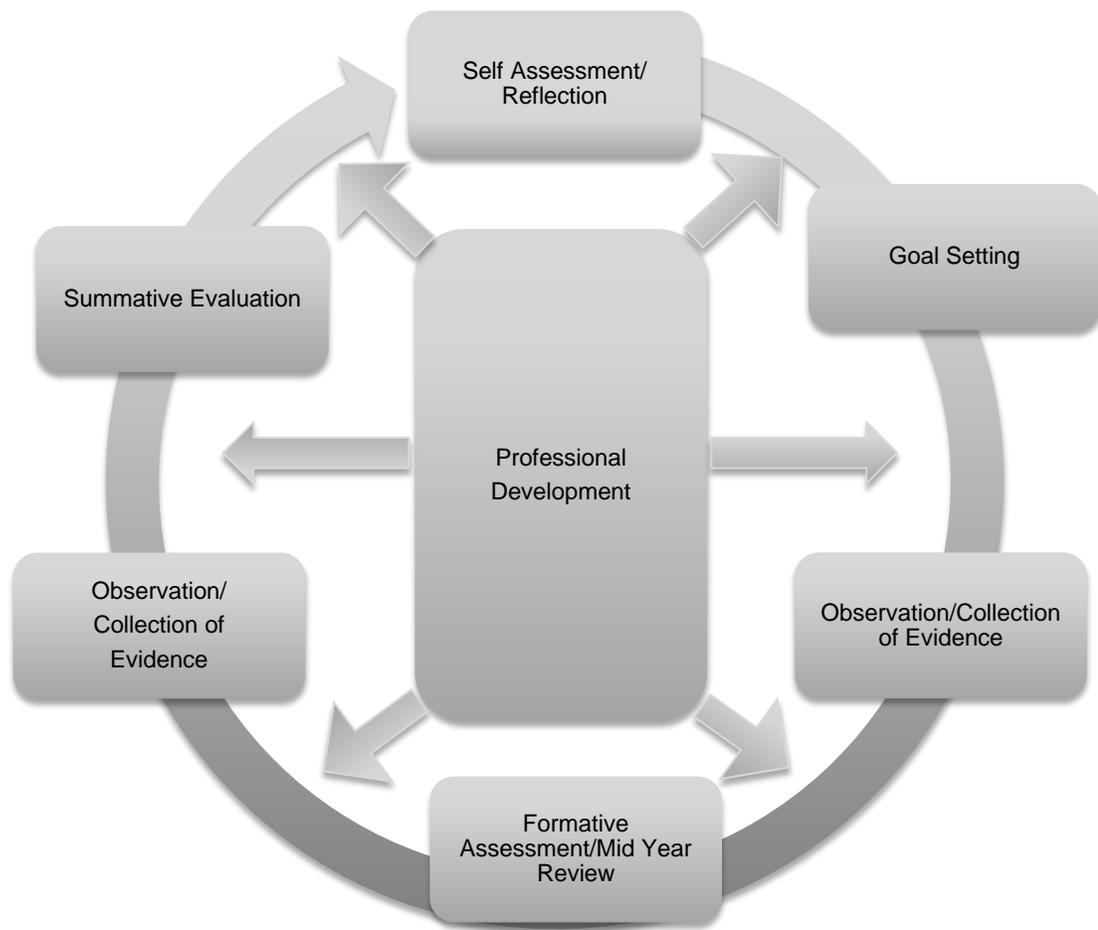
February - April

- Continue to modify teaching after reflecting upon both the evaluator and mentors' evidence-based feedback.
- Continue to collect multiple measures of evidence related to SLGs and professional goals.
- Continue to receive feedback from evaluator after each of the 15 unannounced classroom visits (as noted above, evaluator may also schedule other formal observations throughout the year).
- **Beginning teachers:** continue to schedule classroom observations with mentor teacher.

May

- Schedule and conduct summative evaluation conference with your evaluator.
- Submit annual written reflection. Provide evaluator with a collection of evidence.
- Teacher (with help of evaluator) complete Ashland Goals sheet.
- Evaluator provides written feedback of teacher's effectiveness based upon (minimum of one) formal and 15 informal observations and the review of all goals.

Please note: Evaluation informs personnel decisions. Each year, the probationary teacher must demonstrate growth and/or proficiency on the professional domains selected. In addition, by the end of the three-year probationary period, teacher must score a minimum of "2" (Improvement Necessary) on both the SLGs and the six professional goals.



Evaluation and Professional Development Cycle Aligned

Initial Assessment

- Teacher will self-assess performance using the Marshall rubric.
- Professional learning goals (PPG & PRG) will be identified.
- Two student learning goals (SLG) will be created.

Initial Conference

- Teacher and Evaluator collaborate in discussing teacher self-assessment and goals
- Evaluator ensures individual goals align with school SIP and district CIP goals

Professional Development Resources and Research

- What professional development are you going to engage in to meet your goals?

Formative Assessment

- Classroom observations, review of other evidence.
- Evaluator feedback and teacher reflection on progress towards goals.

Mid-Year Review

- Mid-course check in and review of SLG/PPG/PRG.
- Self-reflection
- Peer/collaboration

Revise, Redirect, Reteach

- Revise goals, PD plan and practices and apply in the classroom

Marshall's Teacher Evaluation Rubric

Adopted from Kim Marshall – Revised by ASD June 2013

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a teacher's job performance. The first 4 fall under Professional Practice and the last two fall under Professional Responsibility:

1. Planning and Preparation for Learning
2. Classroom Management
3. Delivery of Instruction
4. Monitoring, Assessment, and Follow-Up
5. Family and Community Outreach
6. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective: *Truly outstanding teaching*
- 3 – Effective: *Solid, expected professional performance*
- 2 – Improvement Necessary: *Support required*
- 1 – Does Not Meet Standards: *Clearly unacceptable*

2. The rubrics are designed to give teachers a full-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. To knowledgeably fill out the rubrics, supervisors need to have been in classrooms frequently throughout the year. It is irresponsible to base the final evaluation on less than 15 classroom observations. Unannounced mini-observations every 2-3 weeks followed by feedback within 48 hours is required while face-to-face conversations are the best way for teachers and supervisors to have an accurate sense of teachers' performance, give ongoing praise and suggestions, and listen to concerns. For a detailed account of the development of these rubrics and their broader purpose, see Kim Marshall's book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2009).
3. The *Effective* level describes solid, expected professional performance; teachers should feel good about scoring at this level. The *Highly Effective* level is reserved for truly outstanding teaching that meets very demanding criteria. *Improvement Necessary* indicates that performance has deficiencies that require support; no teacher should be content to remain at this level (although some novices might begin here). An overall performance at the *Does Not Meet Standards* level is clearly unacceptable and should lead to dismissal if it is not improved immediately.
4. Self-Scoring:
 1. Look at each of the ten criteria.
 2. Read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards).
 3. Find the level that best describes your performance.
 4. Highlight or check that cell.
 5. Give an overall score for that domain at the bottom of the page by averaging the scores to the nearest tenth place.
 6. Make brief comments in the space provided.
**Not all categories will apply to all teachers at all grade levels or subject areas.*
5. Each teacher completes the rubric prior to the initial meeting, then collaborates with the evaluator one domain at a time. The evaluator has the final say, of course, but the discussion should aim for consensus based on actual evidence of the more accurate score for each criterion. Evaluators should go into the evaluation process with humility since they can't know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, teachers should be open to feedback from someone with an outside perspective.
6. Using the language of this rubric during conversations is the best method to enhance teacher development. The evaluator should give candid, evidence-based feedback, listen to the teacher's concerns, and provide robust follow-up support.
These rubrics are "open source" and may be used and adapted by schools and districts as they see fit.

1. Planning and Preparation for Learning

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on any external assessments.	Plans the year so students will meet high standards and be ready for any external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans all units embedding big ideas, essential questions, knowledge, skill, and noncognitive goals that cover some Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, skill, and noncognitive goals covering some of Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares and analyzes formative and summative assessments to monitor student learning.	Plans formative and summative assessments to measure student learning.	Drafts unit assessments as instruction proceeds.	Writes final assessments shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes over time aligned with unit goals.	Plans lessons with some consideration of long term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to access materials, and few wall displays.

Overall rating:

_____ (avg scores to tenth place)

Comments:

2. Classroom Management

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with <i>ad hoc</i> rules and punishments as events occur.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Earns all students' respect and creates a climate in which disruption of learning is unthinkable.	Earns almost all students' respect and refuses to tolerate disruption.	Earns the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and addresses virtually all discipline problems immediately	Has a confident, dynamic presence and addresses most discipline problems immediately	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

Overall rating: _____
(avg score to tenth place)

Comments:

3. Delivery of Instruction

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies, questions, materials, technology, and groupings to boost the learning of all students.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students' success.
g. Engagement	Gets all students highly involved in focused work and discussions in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding and using peer and/or adult helpers.	Differentiates and scaffolds instruction and uses peer and/or adult helpers to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Nimbleness	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Application	Consistently has all students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating:

(avg score to tenth place)

Comments:

4. Monitoring, Assessment and Follow-Up

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Criteria	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to be successful.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick formative assessment (i.e. K-W-L) before beginning a unit but does not use it to inform instruction.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts, publishes, or shares students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts, publishes, or shares students' work to make visible their progress with respect to standards.	Posts, publishes, or shares only top student work as an example to others.	Posts only a few samples of student work or none at all.
f. Formative Assessments	Works with colleagues to use formative assessment data, fine tune teaching, re-teach, and help struggling students.	Uses data from formative assessments to adjust teaching, re-teach, and follow up with struggling students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so they all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail assessments some additional time to study and do re-takes.	Tells students that if they fail an assessment, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating: _____
(avg score to tenth place)

Comments:

5. Family and Community Outreach

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Uses student-led conferences, correspondences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences, correspondences, and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Seeks volunteers and additional resources to enhance the curriculum.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating: _____
(avg score to tenth place)

Comments:

6. Professional Responsibilities

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Attendance	Has perfect or near perfect attendance (98-100%).	Has very good attendance (93- 97%).	Has moderate absences (8- 10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
f. Above-and-beyond	Is an important member of teacher teams and committees and frequently volunteers for extra activities.	Shares responsibility for grade-level and school-wide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
h. Openness	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Overall rating: _____
(avg score to tenth place)

Comments:

Sources

- Alexandria Public Schools (Virginia) performance evaluation rubrics (2003)
- Aspire Charter Schools, California teacher evaluation rubrics (2003)
- Boston Public Schools Performance Evaluation Instrument (1997)
- City on a Hill Charter School (Boston) performance evaluation rubrics (2004)
- Conservatory Lab Charter School (Boston) performance evaluation rubrics (2004)
- *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996)
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- *Leading for Learning: Reflective Tools for School and District Leaders*, Michael Knapp et al., Center for the Study of Teaching and Policy, University of Washington (February 2003)
- *Linking Teacher Evaluation and Student Learning* by Pamela Tucker and James Stronge (ASCD, 2005)
- North Star Academy Charter School of Newark: Teaching Standards (2004-05)
- Roxbury Preparatory Charter School, Boston: Criteria for Outstanding Teaching (2004-05)
- *The Skillful Teacher* by Jon Saphier and Robert Gower (Research for Better Teaching, 1997)
- *The Three Big Rocks of Educational Reform* by Jon Saphier (Research for Better Teaching, 2005)
- Vaughn Next Century Learning Center, Chicago performance evaluation rubric (2004)
- *What Works in Schools: Translating Research into Action* by Robert Marzano (ASCD, 2003)

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Ashland Goals Sheet

Teacher:		School:		Date:	
Administrator:		Year in Cycle:	Year 1: SLGs only	Year 2: SLGs, PPG & PRG	

Initial Conference	Content for first Student Learning Goal (SLG1)			
	<ul style="list-style-type: none"> The goal is being written around which grade/subject/level? Define the timeframe. 			
	Baseline Data for SLG1			
	<ul style="list-style-type: none"> What are the learning needs of my students? Attach supporting data/pre-assessment. 			
	Write your SLG1			
	<ul style="list-style-type: none"> Check that goal meets the SMART criteria. 			
	Types of Measures for SLG1		<input type="checkbox"/> Category 1: State or National Standardized Test: _____ <input type="checkbox"/> Category 2: Common national, international, regional, district-developed measures: _____ <input type="checkbox"/> Category 3: Classroom-based or school-wide measures: _____	
	<ul style="list-style-type: none"> Category 1 is mandatory for one goal if tested. You must use a second measure of assessment if data is not available by June. Within Categories 2 & 3, multiple measures of assessment are not required, but are encouraged. Check all that apply & specify. 			
	Strategies for Improvement of SLG1			
	<ul style="list-style-type: none"> How will I help students attain this goal? Provide specific actions that will lead to goal attainment. 			
	Define HEID for SLG1			
	Fill in the blank row with concrete numbers to delineate between the levels for summative assessment.			
	Highly Effective: <i>Exceptional number of students achieve goal (E.g. 90% or above)</i>	Effective: <i>Significant number of students achieve goal (E.g. 80%-89%)</i>	Improvement Necessary: <i>Less than significant number of students achieve goal (E.g. 70%-79%)</i>	Does Not Meet: <i>Few students achieve goal (E.g. below 70%)</i>
Content for second Student Learning Goal (SLG2)				
<ul style="list-style-type: none"> The goal is being written around which grade/subject/level? Define the timeframe. 				
Baseline Data for SLG2				
<ul style="list-style-type: none"> What are the learning needs of my students? Attach supporting data/pre-assessment. 				
Write your SLG2				
<ul style="list-style-type: none"> Check that goal meets the SMART criteria 				
Types of Measures for SLG2		<input type="checkbox"/> Category 1: State or National Standardized Test: _____ <input type="checkbox"/> Category 2: Common national, international, regional, district-developed measures: _____ <input type="checkbox"/> Category 3: Classroom-based or school-wide measures: _____		
<ul style="list-style-type: none"> Category 1 is mandatory for one goal if tested. You must use another measure of assessment if data is not available by June. If you have already used Category 1 in SLG1, you must choose from Categories 2 & 3. Within Categories 2 & 3, multiple measures of assessment are not required, but are encouraged. Check all that apply & specify. 				
Strategies for Improvement of SLG2				
<ul style="list-style-type: none"> How will I help students attain this goal? Provide specific actions that will lead to goal attainment. 				
Define HEID for SLG2				
Fill in the blank row with concrete numbers to delineate between the levels for summative assessment.				
Highly Effective: <i>Exceptional number of students achieve goal (E.g. 90% or above)</i>	Effective: <i>Significant number of students achieve goal (E.g. 80%-89%)</i>	Improvement Necessary: <i>Less than significant number of students achieve goal (E.g. 70%-79%)</i>	Does Not Meet: <i>Few students achieve goal (E.g. below 70%)</i>	

Initial Conference	Write your Professional Practice Goal (PPG) from Marshall's domains 1,2,3 or 4				
	Types of Measures for PPG <ul style="list-style-type: none"> Multiple measures are required. Check all that apply & specify. 		<input type="checkbox"/> Category 1: Administrator observation <input type="checkbox"/> Category 2: Classroom artifacts (teacher or student produced), lesson plans, curriculum design, etc. _____		
	Write your Professional Responsibility Goal (PRG) from Marshall's domains 5 or 6				
	Types of Measures for PRG <ul style="list-style-type: none"> Multiple measures are required. Circle all that apply & add if necessary. 		<input type="checkbox"/> Teacher reflections, self-reports, data analysis, records of participation in meetings or committees, peer collaboration &/or observation, administrator observation, parent/ student surveys, portfolios, committee work, building level leadership, etc. <input type="checkbox"/> _____		
Teacher Signature:		Date:	Administrator Signature:		Date:

Mid-Year Review	Collaborative Mid-Course Data Review of SLGs, PPG & PRG				
	<ul style="list-style-type: none"> What progress has been made? Are you collecting evidence? 				
	Strategy Modification <ul style="list-style-type: none"> What adjustments need to be made to my strategies? 				
Teacher Signature:		Date:	Administrator Signature:		Date:

Summative Review	End-of-Year Data of SLGs, PPG & PRG					
	<ul style="list-style-type: none"> What does the end of the year data show? Attach supporting data. 					
	Reflection on Results					
	<ul style="list-style-type: none"> Overall, what worked or what should be refined? 					
	Effectiveness of SLG1		H	E	I	D
	Effectiveness of SLG2		H	E	I	D
	Effectiveness of Domain 1: Planning & Preparation for Learning		H	E	I	D
	Effectiveness of Domain 2: Classroom Management		H	E	I	D
	Effectiveness of Domain 3: Delivery of Instruction		H	E	I	D
	Effectiveness of Domain 4: Monitoring, Assessment, & Follow-Up		H	E	I	D
	Effectiveness of Domain 5: Family and Community Outreach		H	E	I	D
Effectiveness of Domain 6: Professional Responsibilities		H	E	I	D	
Professional Growth Plan Implications						
<ul style="list-style-type: none"> How can I use these results to support my professional growth? Comment on any mitigating circumstances. 						
Teacher Signature:		Date:	Administrator Signature:		Date:	

Summative Teacher Evaluation

The ASSET Evaluation Committee has three distinct reasons for choosing this matrix:

1. **Collaboration.** The upper right quadrant rewards effective and highly effective teachers (with SLGs of 3 or 4) who excel in the classroom with a significant level of autonomy. This quadrant avoids distinguishing between effective and highly effective in order to specifically encourage genuine openness and the sharing of best practices within and between all levels of educators.
2. **Clarity.** On the Marshall Teacher Evaluation rubric, the most cogent, measurable distinction lies between ineffective and effective (categories 2 & 3). Teachers must clearly distinguish themselves and move beyond "ineffective." Thus, the lower four quadrants focus on specifically enhancing these ineffective teachers.
3. **Time.** Delineating between an effective and highly effective teacher would require a great deal of time and would most likely be spent by teachers "on the cusp" attempting to "prove" their score. This would not authentically improve professional practices, professional responsibilities, or student learning but simply be an exercise in interpreting, clarifying, debating. With this matrix, a 3 or 4 are treated the same so that an administrator can honestly assess the teacher without resulting in unnecessary controversy.

Calculating Summative Teacher Evaluation

Transpose the HEID from each goal into numbers, average the scores, and then use the matrix at the bottom of the page to determine the final summative score for each teacher. Aggregate scores of teachers in the district are sent to ODE.

Domain	Score
Effectiveness of Domain 1: Planning & Preparation for Learning	
Effectiveness of Domain 2: Classroom Management	
Effectiveness of Domain 3: Delivery of Instruction	
Effectiveness of Domain 4: Monitoring, Assessment, & Follow-Up	
Effectiveness of Domain 5: Family and Community Outreach	
Effectiveness of Domain 6: Professional Responsibilities	
Average Score:	

Highly Effective	4
Effective	3
Improvement Necessary	2
Does Not Meet Standard	1

Top 2 SLG outcomes	Score
SLG 1	
SLG 2	
Average Score:	

Circle the Average Score for the Professional Domains on the Y axis and the average score for the Student Learning Goals on the X-axis. The point where they meet is the final summative score as well as the evaluation plan for the following year(s).

Professional Domains Average	4	2-YEAR CYCLE OF SELF-DIRECTED PROFESSIONAL LEARNING GOAL BASED ON STUDENT GROWTH GOALS & RUBRIC: One PPG or PRG must focus on improving Student Goals' outcomes.	2-YEAR CYCLE OF SELF-DIRECTED PROFESSIONAL LEARNING GOALS: Teacher has total autonomy to guide their own professional growth plan.	
	3	3	4	
	2	ANNUAL COLLABORATIVE PROFESSIONAL LEARNING GOALS BASED ON STUDENT GROWTH GOALS & RUBRIC: Educator will annually meet with Supervisor/Evaluator and collaboratively develop PPG and PRG based on improving SLG outcomes <u>and</u> targeted growth areas.	ANNUAL COLLABORATIVE PROFESSIONAL LEARNING GOALS: Educator will annually meet with Supervisor/Evaluator and collaboratively develop PPG and PRG based on improving targeted growth areas.	
	1	PLAN OF ASSISTANCE: Supervisor/Evaluator will immediately develop a Plan of Assistance based on improving outcomes <u>and</u> targeted growth areas of PPG, PRG and SLG.	PLAN OF AWARENESS: Supervisor/Evaluator will annually develop PPG and PRG based on improving targeted growth areas; monthly check-in required.	
	1	2	3	4
	Student Learning Goals Average			

Support Materials

SMART Goals

Appendix A: SLG Development Process

From *Student Learning Objectives and Measures of Educator Effectiveness: The Basics* by the American Institute for Research, pages 3-7.

Though SLGs take on a variety of shapes and forms, the following five steps generally outline the first part of the SLG evaluation cycle, the SLG development process.

STEP 1: Identify Core Concepts and Standards

The development process begins with an educator or a team of educators identifying the main content and standards for their grade or subject. In this step, the educator articulates the major concepts or skills that students will gain during the course. The content and standards should represent the essential learning of the course, such as key skills or overarching content, and the specific national or state standard(s) that align with that content. Content should be broad enough to represent the most important learning in the course, but narrow enough to be measured through one or more summative assessments.

STEP 2: Gather and Analyze Student Data

Gather baseline and trend data. SLGs are based on a clear understanding of the student population under the educator's charge. In this step, educators gather baseline and trend data to better understand how well prepared their students are for the content covered in the course. These data should include multiple sources, such as end-of-year data from the previous year, baseline data from district assessments, pretest data, student work samples, and benchmark tests or unit tests that address similar standards. Some states and districts also recommend using additional data including student transiency rates, pass/fail rates from earlier courses, and attendance rates. Some districts and states provide lists of approved

data sources for use in SLG development. After identifying curricular priorities and gathering baseline data, the educator is prepared to conduct a detailed analysis.

Conduct an analysis of student data. This step helps the educator determine the current level of student learning and the potential for growth. The educator analyzes his or her current students' data to identify trends in student performance and pre-assessment skills and knowledge (e.g., What level of prerequisite knowledge and interest do my current students have?). The educator can also review past students' data to identify growth trends specific to the SLG course (e.g., What is the average amount of growth attained in this course? Are there specific skills or content strands that particularly challenge students?). Based on the data analysis, the educator can decide which knowledge or skills the SLG(s) will target. To aid in this step, it may be helpful to think about three groups of students: those who are prepared to access the course content, those who are not prepared (need some remediation), and those who are very well prepared (and may be in need of some enrichment). Educators can organize student

SLG development generally includes the following five steps:

1. Identify core content and standards
2. Gather and analyze data
3. Determine the focus of the SLG
4. Select or develop an assessment
5. Develop a growth target and rationale

SLGs come in a variety of forms as follows:

Course-Level SLGs—focused on the entire student population for a given course, which often includes multiple classes

Class-Level SLGs—focused on the student population in a given class

Targeted Student SLGs—separate SLGs for subgroups of students that need specific support

Targeted Content SLGs—separate SLGs for specific skills or content that students must master

Tiered Targets—often used within a course- or class-level SLG to set differentiated targets for the range of student abilities

data into a useful chart for this step.

STEP 3: Determine the Focus of the SLG

From ODE's Frequently Asked Questions:

Goals must span a school year or complete course of study. For elementary teachers this means that goals must cover all the students in a teacher's class over the course of a year. For example, a third grade teacher might set a tiered goal for reading that describes the expected growth of all students.

For secondary teachers (including middle school) goals must cover all the students instructed by the teacher in a particular course. For example, a high school math teacher who teaches four Algebra I courses, a Geometry course, and a Calculus course might set one goal for students in their Algebra courses and another for students in their Geometry course. It is not necessary for a secondary teacher to set goals that cover all students they teach.

<http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/faqs-for-educator-effectiveness.pdf>

Identify the student population of focus for the SLG. SLGs can focus on a single class, multiple class periods, or subgroups of students. Targeted objectives allow educators to address specific subpopulations that need attention regarding a particular standard or topic. The review of assessment data may highlight trends for a subset of students on a similar trajectory or may reveal specific content that a whole class finds challenging. The first instance may lead to a targeted student SLG, while the second instance may lead to a targeted content SLG.

This step requires educators to articulate why they have chosen a particular group of students or a narrow set of skills or content as a focus of their SLG. For example, if an analysis shows that 80 percent of a class is weaker in a necessary skill, but 20 percent of students have already mastered the skill, an educator might create one SLG for the students who are struggling in the skill and a separate SLG for the students who have already mastered the skill. Another approach is to create an SLG that applies to everyone in the class that has tiered targets or separate learning goals for different subgroups of students.

Determine the interval of instruction. SLGs can cover an entire school year, a quarter, a trimester, or a semester [or a significant unit of study]. Educators set the interval of instruction based on their course structure. Districts may also set requirements for educators regarding the interval of instruction when state or district timelines for evaluation results conflict with course structure. For example, some states require evaluation data to be submitted in March, prior to the administration of most end-of-course assessments. In such cases, educators write their SLGs for semesters or trimesters—with the interval of instruction focused more on meeting the needs of the evaluation cycle than on showing growth over the entire year.

STEP 4: Select or Develop an Assessment

Valid and reliable assessments of student achievement are necessary for maintaining SLG rigor. In this step, educators indicate which summative assessments will be used to assess student learning at the end of the interval of instruction and consider which formative assessments will be used to track progress and make midcourse adjustments.

A CRITICAL NOTE:

SLGs are only as good as the baseline, trend, and assessment data upon which they are built. If these forms of data are invalid or unreliable, the growth target and SLG will be compromised.

Educators often choose their assessments based on guidance from the state or district. This guidance ensures that rigorous assessment standards are applied to educators uniformly. When multiple educators adopt the same SLG, it is advisable that all educators use the same assessment measure(s) to ensure that student progress is measured the same way and under the same testing conditions. For the purposes of SLG development, many states and districts recommend team-developed tests and advise educators to avoid using tests developed by an individual teacher.

Assessment options may include:

- Performance-based assessments, such as presentations, projects, and tasks graded with a rubric.
- Portfolios of student work, with samples throughout the year that illustrate knowledge and skills before and after a learning experience. A rubric is also needed for this type of assessment.
- State exams when value-added or standardized student growth scores are not available.

- Nationally normed tests.
- Educator, school-created, or district-created tests.

Educators should identify assessments that are:

- Aligned to national or state standards and to the SLG growth target (meaning that they measure the skills or content addressed by the SLG).
- Reliable, meaning that they produce accurate and consistent results.
- Valid, meaning that they measure what they are designed to measure.
- Realistic in terms of the time required for administration.

Growth targets should be considered estimates and handled with a degree of caution during the early years of implementation. Educators may set targets that are too ambitious (and unachievable) or too low (and insufficiently challenging for teachers and students), resulting in misleading evaluation results. To support educators and their evaluators in building their skill in setting and judging growth targets, states and districts can provide explicit guidance and training. Training should include how to identify student trends through data analysis, how to set appropriate growth expectations based on data, and how to identify appropriate formative and summative assessments and their limitations.

STEP 5: Develop a Growth Target and Rationale

In this final step of the SLG development process, educators must understand assessment data and identify student achievement trends to set rigorous yet realistic student growth targets. In this step, the educator writes specific growth targets for students that align with state or national standards, district priorities, and course objectives. These growth targets can include specific indicators of growth (e.g., percentage correct or number of questions answered correctly) that demonstrate an increase in learning between two points in time. The target can be tiered for students in the classroom to allow all students to demonstrate growth or it can apply to all students in a class, grade, or subject. Table 1 provides examples of teacher-developed growth targets.

Explain the rationale for the growth target. High-quality SLGs include strong justifications for why the growth target is appropriate and achievable for the group of students. In this step, educators provide precise and concise statements that describe student needs and explain in detail how the baseline and trend data informed the development of the growth target(s). When applicable, rationales should also connect with school and district goals or priorities and can include instructional strategies used to achieve SLG goals.

A Note on Instructional Strategies:

Some SLG templates also include information on how the educator will achieve growth targets in the classroom by requiring that teachers identify the instructional strategies they will use during the SLG interval of instruction. Although critical to the SLG process, some educators feel that such detail is better left for professional learning community conversations and lesson planning and is not necessary for the SLG template. Regardless of where instructional strategies are noted, through conversation or on the SLG template, SLGs will only be useful if they inform educator performance. SLGs will not change the quality of instruction if they remain inactive documents disconnected from action. Therefore, conversation and thought around how the SLG is enacted are essential.

Appendix B: Guide for Developing Your SMART Goals

Below is a checklist that will guide you in writing SLGs that are in accordance with SB290. You can write goals for your whole class, small groups or individual students, however, the combination of goals needs to address all of your students. Your goal must cover a substantial timeframe as defined by your specific content area.

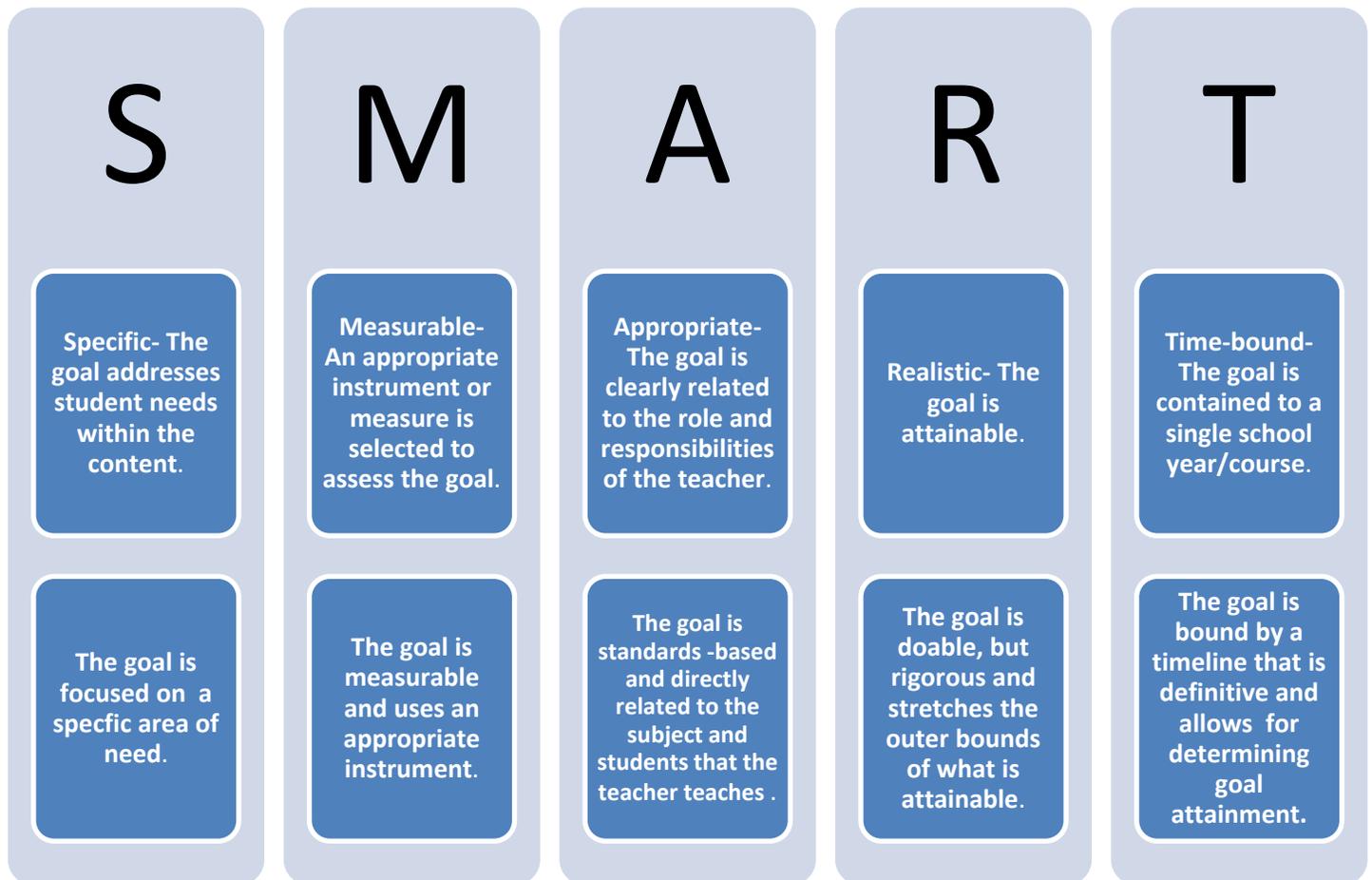
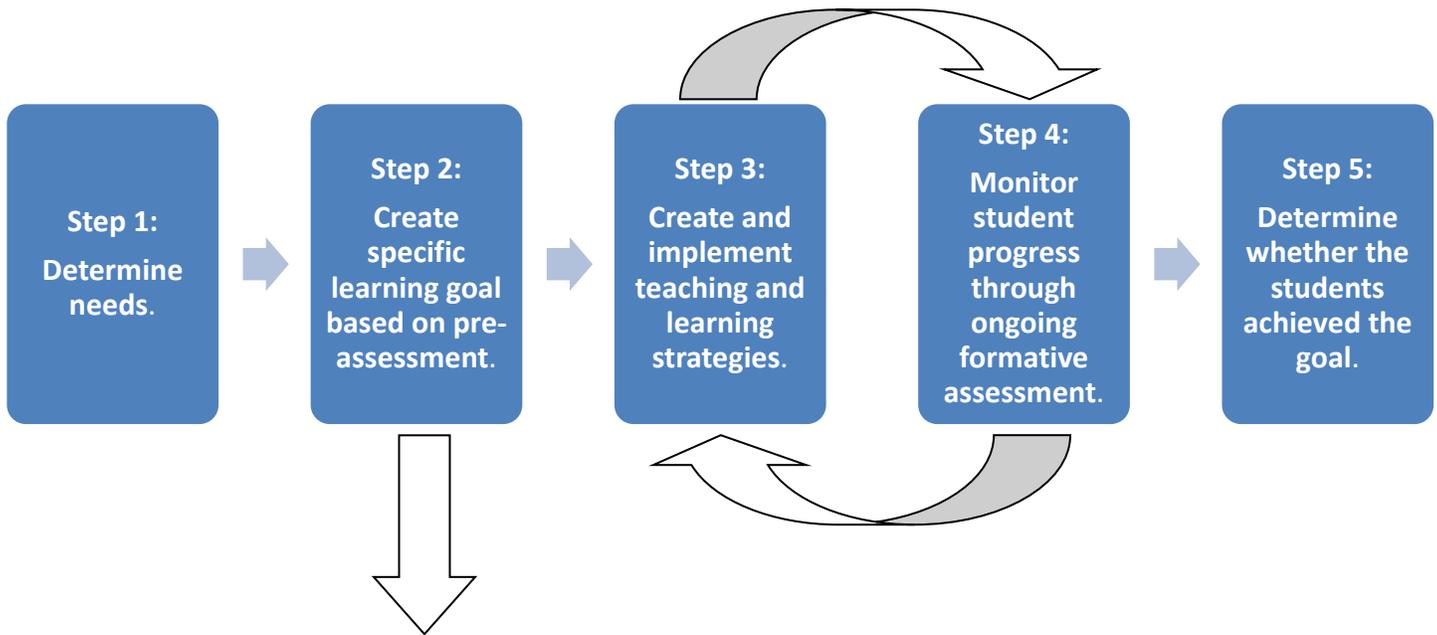
Guide for Developing SMART Student Learning Goals

Content	Context	Baseline Data	Types of Measures	Student Learning Goal	Strategies for Improvement
<p>The goal is being written around which grade/subject / level?</p> <p>Define the timeframe.</p>	<p>What are the characteristics or special learning circumstances of my class(es)?</p>	<p>What are the learning needs of my students?</p> <p>Attach supporting data/ pre-assessment.</p>	<p>Category 1 is mandatory if available. If the results of the test are not available until after your summative review, you must also use another measure.</p> <p>For Categories 2 & 3, only one measure is needed per SLG.</p>	<p>Does my goal meet the SMART criteria?</p>	<p>How will I help students attain this goal?</p> <p>Provide specific actions that will lead to goal attainment.</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Did you identify one or more standards? <input type="checkbox"/> Is the timeframe appropriate for the content you expect to teach? <input type="checkbox"/> Is your timeframe appropriate for the assessment used? <input type="checkbox"/> Your timeframe needs to be significant for your course. For example, it can be a unit, semester, or yearlong goal. 	<ul style="list-style-type: none"> <input type="checkbox"/> Did you address your total student population in your set of goals, unless you and your administrator agreed otherwise? An individual goal may cover a smaller group. <input type="checkbox"/> Did you consider IEP, ELL, 504 plans? <input type="checkbox"/> Did you consider historically underserved populations? 	<ul style="list-style-type: none"> <input type="checkbox"/> Did you identify the learning needs and skill level(s) of your students? 	<ul style="list-style-type: none"> <input type="checkbox"/> Do you use OAKS or EasyCBM? You must use it for one of your goals. <input type="checkbox"/> Did you use measures in at least 2 of the 3 categories? <input type="checkbox"/> How will you provide opportunities to measure growth throughout the year? <input type="checkbox"/> Are the measures rigorous, valid and reliable? <input type="checkbox"/> What support will be needed from the district on administration and interpretation of results? 	<ul style="list-style-type: none"> <input type="checkbox"/> Did you use the flow chart? See the following page. 	<ul style="list-style-type: none"> <input type="checkbox"/> Did you identify observable or documentable strategies? <input type="checkbox"/> Are your strategies appropriate for learning content and skill level? <input type="checkbox"/> Do you continually examine and adjust to better meet student needs?

During the End of Year Review of SLGs, PPG, and PRG, the teacher and administrator will determine if the goals were:

- **Highly Effective** level is reserved for truly outstanding teaching that meets very demanding criteria; there will be relatively few ratings at this level.
- The **Effective** level describes solid, expected professional performance; teachers should feel good about scoring at this level.
- **Improvement Necessary** indicates that performance has real deficiencies; no teacher should be content to remain at this level (although some novices might begin here).
- **Does Not Meet Standards** level is clearly unacceptable. *(ratings taken from Kim Marshall)*

Step-By-Step SMART Goal Process



*Adapted for Kentucky from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education, Inc.

Appendix C: Sample SMART Goals for Student Growth

from Kentucky's Evaluation Model

Specific – the goal is focused on a specific area of student need within the content.

Measurable – the goal will be assessed using an appropriate instrument.

Appropriate – the goal is standards-based and directly related to the responsibilities of the teacher.

Realistic – the goal is doable, while rigorous, stretching the outer bounds of what is attainable.

Time-bound – the goal contained to a simple school year/course.

*Note that analysis of pre-assessment data is needed to truly determine if the goal is SMART.

*You also want to make sure the goal meets the needs of all students in your classroom.

<p style="text-align: center;">Writing in any content area</p> <p>For the 2011 – 12 school year, 100% of students will make measurable progress in writing. Each student will improve by one performance level in two or more areas of the writing rubric (audience/purpose, idea development, organization & structure). Furthermore, 80% of the students will score a “3” or better overall.</p>	<p style="text-align: center;">Social Studies</p> <p>During this school year, 100% of my students will improve in analyzing primary and secondary source documents. Each student will increase his/her ability to analyze documents by at least one level on the rating rubric. Furthermore, 75% of students will score at “proficient” or above.</p>
<p style="text-align: center;">Basic Technical Drawing/Design/CAD</p> <p>During this school year, 100% of my students will demonstrate measurable progress in basic technical drawing. Each student will improve his or her own performance by at least 50% as evidenced by a performance assessment rubric. At least 85% of my students will score proficient on the end of the year performance assessment according to line quality, neatness, accuracy, and title block.</p>	<p style="text-align: center;">Math</p> <p>For the school year, all of my students will demonstrate measurable growth in mathematics. All students will meet typical growth identified by the MAP assessment. At least 80% of my students will meet or exceed “proficient” on the end of the year MAP assessment.</p>
<p style="text-align: center;">Physical Education</p> <p>During the 2012-2013 school year, each of my sixth-grade students will improve on the Presidential Fitness subtests (curl-ups, shuttle run, endurance run/walk, pull-ups, V-sit reach) by an overall average of 20%.</p>	<p style="text-align: center;">Literacy Design Collaborative teachers (LDC) (any content area)</p> <p>For the 2011 – 12 school year, 100% of students will make measurable progress in writing. Each student will improve by one performance level in three or more areas of the LDC argumentation rubric. Furthermore, 80% of the students will score a “3” or better overall.</p>

<p style="text-align: center;">Reading in any content area</p> <p>For the 2012-2013 school year, 100% of my students will make measurable progress in reading. Each student will improve in fluency, comprehension level, and vocabulary knowledge on the AIMSweb assessment. At least 75% of students will move up one performance level as reported by AIMSweb.</p>	<p style="text-align: center;">Science</p> <p>For the current school year, my students will improve their ability to use scientific inquiry processes. Each student will improve by one or more levels on the district science assessment rubric in the areas of developing hypotheses, investigative design, and data analysis.</p>
<p style="text-align: center;">Art</p> <p>During the 9-week course, students will improve their understanding of art techniques. Students will improve their performance in the areas of identifying art elements/principles and critical analysis of elements/principles by one or more levels on the district art rubric.</p>	<p style="text-align: center;">Reading in any content area</p> <p>During the 2011-2012 school year, students will improve their ability to analyze text critically and use textual based evidence in their writing. Students will improve their performance by one or more levels in both of these areas as evidenced by a district common assessment and rubric. Furthermore, 80% of students will perform at the proficient level overall on the post-assessment.</p>
<p style="text-align: center;">FMD – mid functioning</p> <p>For this school year, all my students will improve their ability to independently shop for basic needs: identify items on a list and locate them in a store, ask for and follow directions from a store clerk, and use money to pay for items. Students will improve their baseline number of items successfully identified, located, and paid for by at least double.</p>	<p style="text-align: center;">Math Design Collaborative teachers (MDC)</p> <p>For the course, students will improve ability in two of the common core mathematical practices: 1) make sense of problems and preserving in solving them and 2) construct viable arguments and critique the reasoning of others. All students will increase their own score by 40% as assessed using a common assessment developed by regional MDC teachers.</p>
<p style="text-align: center;">FMD – low functioning</p> <p>During the school year, all my students will improve their fine motor skills in the areas of dressing, preparing food, and communication, as assessed by a classroom performance assessment of fine motor skills and dexterity. Each student will improve his or her ability by one or more levels on the rubric.</p>	<p style="text-align: center;">Primary</p> <p>For the 2012-2013 school year, 100% of my primary students will meet their benchmark goal on the DIBELS <i>oral reading fluency</i> assessment. Furthermore, all students' DIBELS <i>retell</i> score will be at least 25% of the oral fluency score.</p>

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Multiple Measures

Appendix D: Possible Evidence to Support the Marshall Rubric

The Oregon Framework for Teacher and Administrator Evaluation and Support Systems defines multiple measures as “the tools, instruments, protocols, assessments, and processes used to **collect evidence** on performance and effectiveness. (p20).” This evidence, in turn, becomes the basis for a teacher’s multiple measures upon which professional practice goals and professional responsibility goals will be assessed.

While reviewing rubrics, the evaluation design team appreciated the clarity of language used in the evidence portion of Marzano’s teacher evaluation rubric. The team believed that aligning his “possible teacher evidence” and “possible student evidence” to the Marshall rubric would enrich and support the collection of evidence process for teachers.

Therefore, our evaluation design team aligned Marzano’s evidences with Marshall’s six domains of a teacher’s performance. Next, we reviewed the evidence questions for clarity in our context. Some items were added and others were deleted or modified. In this way, the following pieces of evidence were modified from Marzano’s Art and Science of Teaching Framework.

This list of evidence serves as a guideline and a starting point. If, during your practice, you discover more please let us know.

1. Planning and Preparation for Learning

Possible Teacher Evidence:

- 1) Teacher engages students in activities that require students to examine similarities and differences between content and deepen understanding
 - a) Comparison activities
 - b) Classifying activities
 - c) Analogy activities
 - d) Metaphor activities
 - e) Summarize activities
 - f) Explain their thinking
- 2) The teacher can describe the rationale for
 - a) how the content is organized
 - b) the sequence of instruction
 - c) how content is related to previous lessons, units or other content
 - d) how lessons within the unit progress toward deep understanding and transfer of content
- 3) The teacher can describe how learning will be extended for proficient students
- 4) The teacher can describe resources within the classroom, school and community that will be used to enhance students’ understanding of the content
- 5) The teacher can articulate how current technology will be used to enhance student learning
- 6) The teacher can describe the accommodations and adaptations that must be made for individual ELL, 504 and IEP students or groups of students within a lesson
- 7) The teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed
- 8) The teacher can articulate the ways in which the students’ family resources will be addressed when assigning homework
- 9) The teacher can articulate the ways in which communication with the home will take into

consideration family and language resources

Possible Student Evidence:

- 1) Students move easily about the classroom
- 2) Students make use of materials and learning centers
- 3) Students attend to examples of their work that are displayed
- 4) Students attend to information on the bulletin boards
- 5) Student artifacts indicate that their knowledge has been extended as a result of the activity
- 6) When asked about the activity, student responses indicate that they have deepened their understanding

Reflection Questions:

- 1) How are you organizing content and materials and activities so each new piece of information clearly builds on or connects to previous pieces?
- 2) How do you ensure that lessons and units include important content identified by the District and are based on the Common Core?

2. Classroom Management

Possible Teacher Evidence:

- Teacher provides cues or signals when a rule or procedure should be used
- Teacher organizes students into ad hoc groups for the lesson
 - Diads
 - Triads
 - Small groups up to about 5
- Teacher makes himself/herself available to students who need guidance or resources
 - Circulates around the room
 - Provides easy access to himself/herself
 - Eye Contact
 - Proximity
 - Tap on the desk
 - Shaking head, no
- Teacher notices when specific students or groups of students are not engaged or when the energy level in the room is low and reengages them in a variety of strategies:
 - Uses wait time
 - Uses response cards
 - Has students use hand signals to respond to questions
 - Uses choral response
 - Has students stand up and stretch or related activities when their energy is low
 - Vote with your feet
 - Go to the part of the room that represents the answer you agree with
 - Give-one-get-one activities that require students to move about the room
 - Nonverbal signals that a rule or procedure has been followed:
 - Smile
 - Nod of head
 - High Five
- Teacher uses positive reinforcement to:
 - Thank students for following a rule or procedure
 - Describe student behaviors that adhere to rule or procedure
 - Teacher notifies the home when a rule or procedure has been followed
 - Teacher uses tangible recognition when a rule or procedure has been followed:
 - Certificate of merit
 - Token economies
 - Teacher compliments students regarding academic and personal accomplishments
- Teacher creates a connection with student community:
 - Teacher engages in informal conversations with students that are not related to academics
 - Teacher uses humor with students when appropriate
 - Teacher smiles, nods, (etc.) at students when appropriate
 - Teacher does not exhibit extremes in positive or negative emotions
 - Teacher addresses inflammatory issues and events in a calm and controlled manner
 - Teacher interacts with all students in the same calm and controlled fashion
 - Teacher does not demonstrate personal offense at student misbehavior

- Teacher involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)

Possible Student Evidence:

- Students follow clear routines during class
- Students can describe established rules and procedures
- Students recognize cues and signals by the teacher
- Students regulate their own behavior
- Students ask for clarification when needed
- Students try to increase their level of engagement when prompted
- Students explain that the teacher expects high levels of engagement
- Multiple students or the entire class responds to questions posed by the teacher
- The students describe the teacher as in control of the class
- Students say that the teacher does not hold grudges or take things personally
- Students treat each other with respect
- Students accept consequences as part of the way class is conducted
- Students describe the teacher as fair in application of rules
- Students say the teacher expects everyone to participate

Reflection Question:

- How are you reflecting and adapting strategies to increase efficient classroom management?

3. Delivery and Instruction

Possible Teacher Evidence:

- Teacher uses frontloading strategies:
 - Preview questions before reading
 - K-W-L strategy or variation of it
 - Outline
 - Graphic organizer
 - Students brainstorm
 - Anticipation guide
 - Motivational hook/launching activity
 - Anecdotes
 - Short selection from video
 - Word splash activity to connect vocabulary to upcoming content
 - SIOP strategies
 - Level of excitement
- Teacher stops at strategic points in a presentation
- Teacher uses effective questioning strategies to review information:
 - Explain and defend
 - Make elaborative inferences
 - Summary
 - Problem that must be solved using previous information
 - Questions that require a review of content
 - Demonstration
 - Brief practice test or exercise
- Teacher has a learning goal posted so that all students can see it
 - The learning goal is a clear statement of knowledge or information
- Teacher makes reference to the rubric and the learning goal throughout the lesson
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- Teacher establishes the need to generate and test hypotheses
- Teacher develops impromptu games such as making a game out of which answer might be correct for a given question
- Teacher has students examine multiple perspectives and opinions about the content
- Teacher is aware of student interests and makes connections between these interests and class content
- Teacher structures activities that ask students to make connections between the content and their personal interests
- Teacher encourages students to identify interesting information about the content
- Teacher uses guest speakers to provide information about the content
- Teacher asks students to further explain their answers when they are incorrect
- Teacher rephrases and breaks a question into smaller and simpler parts when a student answers a question incorrectly

Possible Student Evidence:

- Students can make predictions, link prior knowledge, and provide a purpose to upcoming content
- Student engagement:
 - Students volunteer answers to inferential questions
 - Students provide explanations and “proofs” for inferences
 - Students can describe the previous content on which new lesson is based
 - Student responses to class activities indicate that they recall previous content
- Group Work
 - Students explain how the group work supports their learning
 - While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process
 - Asking each other questions
 - Obtaining feedback from their peers
 - Students explain how groups support their learning
 - Students use group activities to help them generate and test hypotheses

Reflection Question:

- How do you ensure that lessons and units include highly effective questioning strategies and best practices that guide students to a higher level of thinking?

4. Monitoring, Assessment, and Follow-Up

Possible Teacher Evidence:

- Teacher acknowledges and celebrates the final status and progress of the entire class
- Teacher uses a variety of ways to celebrate success
 - Show of hands
 - Certification of success
 - Parent notification
 - Round of applause
- Teacher employs formal group processing strategies
 - Jigsaw
 - Reciprocal Teaching
 - Concept attainment
- Teacher asks students to summarize the information they have learned
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts
 - Mnemonics
- Teacher asks students to self-assess their learning
- Teacher communicates a clear purpose for homework that allows students to practice and deepen their knowledge independently
- Teacher extends an activity that was begun in class to provide students with more time
- Teacher engages students in guided and independent practice
- Teacher guides review process for students
- The teacher provides opportunity for students to reflect upon lesson

Possible Student Evidence:

- Students can explain what they have just learned
- Students ask clarification questions
- Groups are actively discussing the content
- Students' summaries, notes and nonlinguistic representations (graphs, graphic organizers, sketch-to-stretch activity, etc.) include critical content
- Students perform the skill, strategy, or process with increased confidence and competence
- Students make corrections to information previously recorded about content

Reflection Question:

- How effective have your specific instructional techniques been regarding the achievement of students?

5. Family and Community Outreach

Possible Teacher Evidence:

- The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust
- The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns
- The teacher encourages parent involvement in classroom and school activities
- The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families
- The teacher uses multiple means and modalities to communicate with families
- The teacher responds to requests for support, assistance and/or clarification
- The teacher respects and maintains confidentiality of student/family information
- Students and parents can describe how the teacher interacted positively with them
- The teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

Reflection Question:

- How do you communicate with students and parents to foster learning, promote positive home/school relationships and address parent concerns in a prompt, responsive manner?

6. Professional Responsibilities

Possible Teacher Evidence:

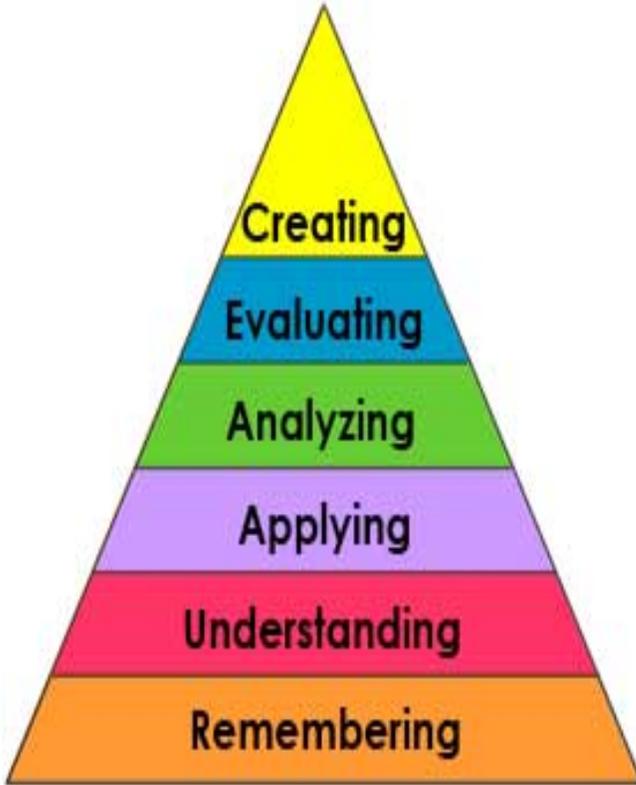
- The teacher works cooperatively with appropriate school personnel to address issues that impact student learning
- The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust
- The teacher accesses available expertise and resources to support students' learning needs
- The teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning
- The teacher keeps track of specific situations during which he or she has sought mentorship from others
- The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction
- The teacher keeps tracks of specific situations during which he or she mentored other teachers
- The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- The teacher
 - performs assigned duties
 - follows policies
 - regulations and procedures
 - maintains accurate records
 - student progress
 - completion of assignments
 - non- instructional records
- The teacher fulfills responsibilities in a timely manner
- The teacher understands legal issues related to students and families
- The teacher demonstrates personal integrity
- The teacher participates in school activities and events as appropriate to support students and families
- The teacher serves on school and district committees
- The teacher participates in and keeps track of staff development opportunities and participation in school or district initiatives

Reflection Question:

- How do you interact and collaborate with other teachers, mentors and professionals regarding research, new ideas and planning?

Appendix E: Bloom's Taxonomy

Updated by Lorin Anderson



<p>Creating: Can the student create new product or point of view?</p>	<p>assemble, construct, create, design, develop, formulate, write</p>
<p>Evaluating: Can the student justify a stand or decision?</p>	<p>appraise, argue, defend, judge, select, support, value, evaluate</p>
<p>Analyzing: Can the student distinguish between the different parts?</p>	<p>appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test</p>
<p>Applying: Can the student use the information in a new way?</p>	<p>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write</p>
<p>Understanding: Can the student explain ideas or concepts?</p>	<p>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</p>
<p>Remembering: Can the student recall or remember the information?</p>	<p>define, duplicate, list, memorize, recall, repeat, reproduce, state</p>

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Reference Material

Appendix F: Teacher and Administrator Evaluation and Support Systems: *Frequently Asked Questions*

<http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/faqs-for-educator-effectiveness.pdf>

Updated, May 2013

1. Who is required to be evaluated under the new system?

All “teachers” and “administrators” are required to be evaluated using the new system. As per ORS 342.815 a “**teacher**” means any person who holds a teaching license or registration or who is otherwise authorized to teach in the public schools of this state and who is employed half-time or more as an instructor or administrator.

As per ORS 342.815 an “**administrator**” includes:

- any teacher the majority of whose employed time is devoted to service as
- a supervisor
- principal
- vice principal
- director of a department or the equivalent in a fair dismissal district.

“**Fair dismissal district**” means any common or union high school district or education service district.

A guidance document including a flowchart has been developed to help districts determine who meets these definitions under SB290 and who needs to be evaluated under the new system. It can be found online at www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/guidance-for-sb-290-evaluations.pdf

2. Are instructional coaches considered “instructors” under this definition?

Educators such as resource teachers with English language learners or students with disabilities and instructional coaches would be included even without assigned classrooms.

3. Are teachers who provide technical support or consultation to teachers, but who do not provide instruction to students included in this definition?

See the flowchart referenced in Question 1.

4. What does “temporary teacher” mean?

Per ORS 342.815 “Temporary teacher” means a teacher employed to fill a position designated as temporary or experimental or to fill a vacancy which occurs after the opening of school because of unanticipated enrollment or because of the death, disability, retirement, resignation, contract non-extension or dismissal of a contract or probationary teacher.

5. What are the requirements for evaluating staff who do not meet the definitions above?

It is up to individual districts to determine how they will provide meaningful evaluations to those staff members who do not meet this description. Teacher and Administrator Evaluation and Support Systems

6. Does SB 290 apply to charter school employees?

It depends on the charter of the school, whether the district is the employer, and the policies of the school. Oregon charter school law generally exempts charter schools from laws that apply to school districts unless the law is listed in the charter of the school or the school has adopted a policy that states the law will apply to the school. If the charter of a school or policies of the school include language that either specifically address SB 290 or generally address Oregon personnel laws then the charter school is required to implement the new educator standards. Additionally, some charter school employees are employees of a school district. The new law applies to these employees like other school district employees. The best practice in this area to determine the new law's applicability is to review the charter and specific policies of the charter school.

See ORS 338.115, 338.135, 342.856 and OAR 581-022-1723, 1724 and 1725.

7. How will individuals filling the dual roles of superintendent and principal be evaluated?

An individual filling the dual roles of principal and superintendent is considered to be a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB290, it is up to local school boards to determine how these individuals are evaluated.

8. How will individuals filling the dual roles of teacher and principal be evaluated?

If the majority of the individual's time is spent as an administrator, the administrator rubric would be used. Likewise, if the majority of time is spent as a teacher, the teacher rubric would be used.

In the event that an employee serves half time in both roles, the employee and their supervisor would determine which role would be most appropriate for evaluation and proceed accordingly.

9. Is anyone exempt under these definitions?

ORS 342.815 specifically exempts the following individuals: "superintendent, deputy superintendent or assistant superintendent of any such district or any substitute or temporary teacher employed by such a district."

GOAL SETTING AND STUDENT LEARNING & GROWTH

10. What are Student Learning and Growth goals?

Student learning and growth means measures of student progress (across two or more points in time) and of proficiency/mastery (at a single point in time) in relation to state or national standards. Student learning and growth is evidenced Teacher and Administrator Evaluation and Support Systems by state assessments as well as national, international, district-wide and other valid and reliable assessments and collections of student work.

Student learning and growth goals and measures align with the standards the teacher is expected to teach and students are expected to learn. The goal should reflect students' progress toward proficiency or mastery of academic standards, cognitive skills, academic behaviors, and transitional skills. All measures must be aligned to standards and be valid and developmentally appropriate for the curriculum and the students being taught.

11. Who has to set Student Learning and Growth goals?

Anyone who meets the description of “teacher” or “administrator” described above is required to set two goals annually for student learning and growth (SLG).

For example, counselors and psychologists could set two student learning and growth goals based on how they support student academic learning and use data to provide evidence that their work has increased student success over time. A counselor might track student progress using student retention or graduation rate, for example. A psychologist might track student growth in terms of behavioral changes or response to targeted interventions.

12. Do both SLG goals have to cover all of a teacher’s students?

Goals must span a school year or complete course of study. For elementary teachers this means that goals must cover all the students in a teacher’s class over the course of a year. For example, a third grade teacher might set a tiered goal for reading that describes the expected growth of all students.

For secondary teachers (including middle school) goals must cover all the students instructed by the teacher in a particular course. For example, a high school math teacher who teaches four Algebra I courses, a Geometry course, and a Calculus course might set one goal for students in their Algebra courses and another for students in their Geometry course. It is not necessary for a secondary teacher to set goals that cover all students they teach.

13. How do special education teachers/personnel who instruct students with IEPs set student learning and growth goals?

The assumption would be that the students meet all their IEP goals within the annual IEP timeline.

14. If a teacher’s first SLG goal covers all students, can the second goal be more focused on a specific subgroup, or do both goals have to address all students?

On page 24 of the Oregon Framework for Evaluation and Support it states “The collective set of a teacher’s goals should address all of his or her students.” As long as the two required goals cover all the students over the course of a year Teacher and Administrator Evaluation and Support Systems (e.g.; elementary) or a complete course of study (e.g.; secondary) then it is not necessary for each goal to cover all students.

15. If you are an elementary teacher at a testable grade, does Goal #1 need to address BOTH math and reading?

The Framework requires that teacher and administrator have at least two goals.

If a teacher is in a tested grade and subject, one of those goals must be either reading or math. If one goal is focused on reading, for example, the second goal could be on math but that is not required. The second goal must, however, use a district level or teacher developed assessment around an academic goal.

If a teacher is not in a testable grade or subject, he/she would develop two goals using a district level or teacher developed assessment around an academic goal. Teachers in non-tested grades/subjects could also choose to use a state assessment.

16. Could a goal relate to something like a decrease in undesirable behavior?

As per the ESEA waiver criteria, teachers in tested and non-tested subjects are required to use assessments of student learning and growth. Examples of types of measures for student learning and growth are outlined on page 23 of the Framework. Behavior goals for these teachers do not meet these criteria for the two required goals.

For administrators and some specialists, measures of student behavior are allowable. Examples of types of measures are described in Category 3 on page 28 of the Framework.

17. Can data from previous years be combined with your assessment to create goals?

Yes. When setting student learning and growth goals educators should be looking at data over time and identifying trends and patterns in student growth.

18. Can teachers write SLG goals as a team?

Teachers collaborate with their supervisor/evaluator to establish student learning goals. Teachers may collaborate to establish student learning goals for their grade levels, departments, or curricular teams.

19. What if, as part of the evaluation cycle, it is determined that sufficient progress on SLG goals is not being made? Can the goal be revised?

Student learning and growth goals should be rigorous, but attainable. Teachers and administrators complete goal setting in collaboration with their supervisor/evaluator. During the collaborative planning process, the educator and supervisor/evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate research-based strategies, quality of evidence and standards addressed. Teacher and Administrator Evaluation and Support Systems

Goals must remain the same throughout the year, but strategies for attaining the goals may be revised as part of the professional conversation between the educator and evaluator.

20. If contract teachers are evaluated every two years, are the student learning and growth goals approved for two years, or every year?

Student learning goals need to be approved every year. Just as now, however, a teacher may have a goal that continues beyond a given school year. A student learning goal can be revised based on assessment results continued into a second year.

21. Are professional goals required to be set annually?

All educators are required to set at least one professional goal. The frequency of goal setting depends on the educator's contract status. Probationary teachers and administrators are required to be evaluated annually and must therefore set annual professional goals. With contracted teachers and administrators districts have discretion for determining how many professional goals will be set and whether they will be evaluated annually or over the two year cycle.

22. If a district is using a percentage model, can different percentages be set for different departments/programs/positions or do the percentages need to be the same for all licensed/administrative staff?

Oregon's Pilot districts are currently piloting how to include student learning and growth as "a significant factor" in teacher and administrator evaluation. Once the pilots are complete we will be able to determine how student learning and growth will be used in Oregon.

The percentages districts set must be consistent across personnel and positions.

23. When does student learning and growth need to be included as part of the summative evaluation?

Evidence of student learning and growth is required to be included as part of the summative evaluation beginning in the 2014-15 school year. All districts must begin using the new evaluation and support system in the 2013-14 school year, including setting student learning and growth goals, but the results of those growth goals need not be included in the summative evaluation for that year.

24. Do district goal setting calendars have to be fall through spring?

As long as districts have a cycle for evaluation and professional growth as outlined in the Framework the district may determine the schedule.

EVALUATION CYCLE

25. Must all teachers and administrators be evaluated in the 2013-14 school year using the new system? Teacher and Administrator Evaluation and Support Systems

Yes. However, where an educator is in their current evaluation cycle will determine how they are evaluated using the new system in 2013-14:

- a. All probationary teachers and administrators are expected to be evaluated using the new system in 2013-14.
- b. All contract teachers and administrators who are at the beginning of their two year evaluation cycle are expected to begin using the new system in 2013-14, though they will not receive their summative evaluation until 2014-15.
- c. All contract teachers and administrators who are in the middle of their two year evaluation cycle are expected to receive their summative review using the new system in 2013-14.

26. Is there a difference between how often probationary and contract teachers/administrators are evaluated?

Yes. The summative evaluation must occur on a cycle determined by the educator's contract status. Probationary teachers and administrators must be evaluated every year and contract teachers and administrators every two years.

27. Are probationary teachers required to receive a formal evaluation?

Though Oregon statute does not specifically address formal observations for probationary teachers, providing probationary teachers with formal observations during the three year probationary period would be best practice.

28. What if a teacher or principal does not meet their SLG goals? How does that affect their summative evaluation?

Due to the complex nature of teaching and administrator practice, a single measure does not provide sufficient evidence to evaluate performance. District evaluation and support systems are required to include multiple measures for this very reason.

Evaluations are expected to be based on a review of all the evidence; student learning and growth goals are just one piece. Performance on student learning and growth is factored into the summative evaluation along with evidence of professional practice and professional responsibility. An educator's summative evaluation will help determine the next steps in their professional growth cycle and aligned professional learning opportunities.

29. Are districts required to provide their teachers and administrators with a summative score?

For reporting purposes, USDE requires that ODE collect the summative evaluation scores of all teachers and administrators in Oregon. This information is provided to ODE through the Teacher and Principal Data Collection. It is the Teacher and Administrator Evaluation and Support Systems decision of individual districts as to whether they provide these summative scores to their staff.

30. How will the March 15th deadlines for probationary teacher decisions be accommodated; as student test results (e.g., OAKS, SMARTER) will not be available?

Testing data from the prior year may be used for teachers with two or more years of experience in the district. First year teachers may use the other student growth options for their student growth section in lieu of OAKS data. We are seeking additional guidance on this question.

31. Some instruction in our district is delivered by teachers who are provided through the ESD. Who is responsible for conducting their evaluation - the district or the ESD?

Whoever employs the teacher is responsible for evaluating the teacher. If the teacher is employed by the ESD then the ESD would be responsible for the evaluation under SB290.

DIFFERENTIATED PERFORMANCE LEVELS (RUBRICS)

32. Do all elements of a particular rubric need to be evaluated during each evaluation cycle?

One required element of all evaluation systems is that they provide aligned professional learning (professional development) that is informed by the results of the evaluation and targeted to the needs of the educator. Since every educator will have unique areas of strength and areas for improvement it is reasonable to assume that the evaluation and professional learning may be targeted to specific areas represented by the rubric. However, gathering baseline data for all teachers on all aspects of the rubric would be advisable as part of the first evaluation cycle.

33. If a district is using an ODE Recommended Rubric (e.g., Danielson) is the district allowed to make changes to the rubric?

Districts are welcome to make changes to a recommended rubric if doing so will provide a better fit between the rubric and the district. However, if a district changes more than 10% of a recommended rubric then a match gap analysis must be submitted along with the modified rubric in order to assure alignment between the modified rubric and the standards.

34. Are districts expected to fill the gaps in the Recommended Rubrics that are identified in the gap analyses provided by ODE?

It is not expected that every rubric will address every indicator included in the standards. Rubrics identified as “Recommended” may have gaps; viewed holistically, the language of the rubrics have been determined to meet the overall goal for each standard. Consequently, districts are not required to fill the identified gaps. Teacher and Administrator Evaluation and Support Systems

Districts may choose to address the gaps, particularly if the gap is in an area that is strongly valued within the district’s culture. For those rubrics identified as “requiring additional alignment”, gaps identified in the ODE gap analysis must be filled in order for the rubric to be included for use in the district’s evaluation system.

35. Are the rubrics for general education teachers and building administrators the only rubrics that must be submitted by July 1, 2013?

Districts must only submit copies of their rubrics if they are not using ODE recommended rubrics (a list of recommended rubrics can be found on the ODE website at www.ode.state.or.us/search/page/?id=3784). ODE has also identified examples of additional rubrics that address specialists, but is not requiring that they be submitted as part of the July 1 assurance.

OTHER

36. Is there any reason why professional competencies (such as ASHA or NASP) could not be built into the evaluation system? Districts are required to build their evaluation and support systems using Oregon’s adopted standards for teacher and administrator professional practice.

If a district wants to use any standards other than those adopted by the State Board of Education, a crosswalk between the district’s chosen standards and Oregon’s adopted standards would need to be submitted with the district’s assurance.

37. Can peer observations be used in the new evaluation system?

Peer collaboration is encouraged as an effective practice. Peer evaluation of teachers may be used in the formative process, but under current Oregon law is not an appropriate measure in summative evaluation.

38. What role do the results of educator evaluations have in making hiring determinations?

The Framework does not mandate how evaluations must be used, but rather “School districts must describe in local board policy how their educator evaluation and support system is used to inform personnel decisions (e.g., contract status, contract renewal, plans of assistance, placement, assignment, career advancement, etc.)

39. Does our district have to submit a copy of our Evaluation and Support System by July 1, 2013?

No. By July 1, 2013, all school districts must submit to ODE a statement of assurance regarding their evaluation and support system and implementation plan and its alignment to the requirements outlined in the Oregon Framework.

Districts may need to submit additional documents (e.g.; copies of rubrics, match Teacher and Administrator Evaluation and Support Systems gap analyses) depending on whether or not they choose to use an ODE recommended rubric. Districts will present their Evaluation and Support Systems to a peer review panel by July 1, 2015 (Peer Review Process under development).

40. Does our school board have to adopt our Evaluation and Support System before the July 1, 2013 deadline?

The assurance all districts must submit by July 1, 2013 requires the signature of both the district superintendent and school board chair. Districts should review their policies regarding evaluation as a part of their alignment with the Framework requirements and make any necessary adjustments to those policies. However, SB290 does not require districts to adopt local policy.

41. Will districts be allowed to modify and refine their systems after the July 1, 2013 submission deadline?

Continuous improvement, review, and revision should be at the core of educator effectiveness work. It is expected that districts will continue to revise and refine their systems over the months and years to come to ensure that they work in practice and provide effective professional development for our educators.

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Appendix G: InTASC Standards

Kim Marshall's rubric, adopted by Ashland School District, has been aligned to these standards and approved by the state of Oregon.

Domain 1: The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Domain 2: Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Domain 3: Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Domain 4: Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Section Dividers for Hard-copy Evidence

The following page dividers are for people who wish to collect evidence in paper form. We would like to encourage people to move towards electronic collection of evidence supported by Talent Ed.

Student Learning Goal 1 Evidence

Student Learning Goal 2 Evidence

Professional Practice Evidence

Professional Responsibility Evidence