North Central Education Service District

Evaluation & Professional Growth Handbook

Learning Specialist & Speech Learning Pathologist

A Comprehensive System of Growth and Evaluation Designed to Support Best Practices in Teaching and Learning

2019/20 Revision

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Preface

In 2013, the Oregon Department of Education mandated Districts to develop an evaluation model that would be in compliance with SB 290. District Board of Directors are required to approve the program that mandates both administration and union membership to develop their model in a collaborative process and be implemented by 2015.

Developing an evaluation model, getting it approved by the North Central ESD Board and implemented in 2019/20 was a very high priority for Superintendent Penny Grotting.

The initial efforts in developing our model started in the Spring of 2019. The North Central program is unique in that it hires specifically licensed Learning Specialist and Speech Language Pathologist, both of which have different performance standards that had to be matched to the state system.

The program was developed in three parts:

Part I Evaluation Process – Overview
Part II Process and Standards for Learning Specialist
Part III Process and Standards for Speech Language Pathologist

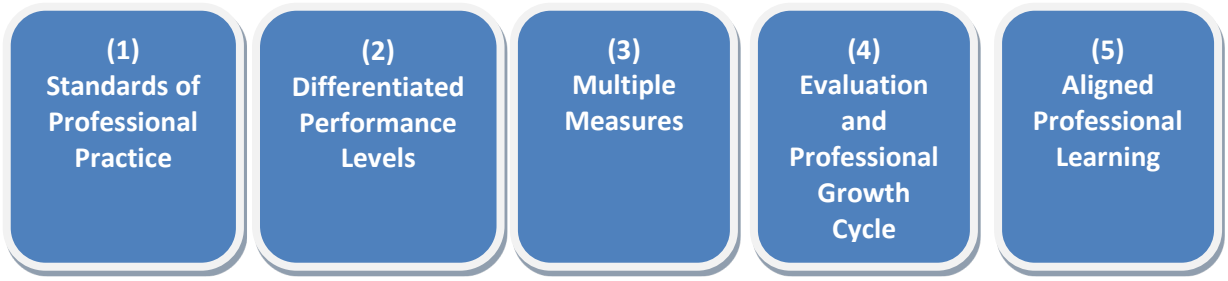
The model developed would be implemented in the 2019/20 school year and go through an annual review to ensure our practices remain current and on target to support best practices in teaching and learning.

Committee Members

Colby Garth – Speech Language Pathologist
Carisa Huva – Learning Specialist
Kalie Rolfe – Administrator *(Early Intervention)*
Robert Dais– Administrator *(Human Resources)*

Oregon's Requirements for Teacher Evaluation and Support Systems

Teacher and administrator evaluation and support systems in all Oregon school districts must include the following five elements described in the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*:



These five required elements defined below establish the parameters for local evaluation and support systems. The Oregon Framework describes the state criteria for each of these elements. Districts must align their systems to these elements but have local flexibility in their design and implementation. Local systems must meet or exceed the state criteria for evaluation and support systems.

1. **Standards of Professional Practice:** The state adopted Model Core Teaching Standards define what teachers should know and be able to do to ensure that every student is ready for college, careers and engaged citizenship in today's world. Districts' selected rubrics must align to these standards.
2. **Differentiated (4) Performance Levels:** Districts select a rubric to evaluate teacher performance on the standards of professional practice measured on four performance levels. Each level is defined as follows:
    a. Level 1 = does not meet standards;
    b. Level 2 = progress toward meeting standards;
    c. Level 3 = meets standards;
    d. Level 4 = exceeds standard.
3. **Multiple Measures**: Multiple sources of data are used to measure teacher performance on the Standards of Professional Practice, including evidence from: professional practice, professional responsibilities, and student learning and growth.
4. **Evaluation and Professional Growth Cycle**: Teachers are evaluated on a regular cycle of continuous improvement, which includes self-reflection, goal setting, observations, formative assessment and summative evaluation.
    a. The **Oregon Matrix Model** is used for the summative evaluation. The matrix model combines measures for professional practice (PP), professional responsibilities (PR), student learning, and growth (SLG).
    b. The Y-axis represents the performance level for PP/PR, and
    c. The educator's Professional Growth Plan and overall summative performance level are determined by the Y Axis.
5. **Aligned Professional Learning**: Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's evaluation and his/her need for professional growth.

Teacher Evaluation Rationale

- Over 200 studies *(What Matters Most, 1996)* have said that the most significant factor in improving student learning is with a knowledgeable and skillful teacher.
- Teacher expertise accounts for more difference in student performance—40 percent—than any other factor. *Ferguson (2001)*
- Students who have several effective teachers in a row make dramatic achievement gains, while those who have even two ineffective teachers in a row lose significant ground. *Sack (1999)*
- The difference in teacher effectiveness is the single largest factor affecting academic growth of populations of students. *Sanders (2000)*
- The differences in impact by the most effective teachers, the top one-sixth of teachers, can be 9 months or more, essentially a full year of learning. *Rowen, Correnti, and Miller (2002)*

Improvement of instruction is the basis of teacher evaluation. Evaluation should be a process that is cooperative and continuous, using an approach that is systematic and objective. With a focus on professional growth, the North Central Education Service District teacher evaluation system will promote the following:

- Excellence in teaching and learning;
- Teacher reflection on instructional practices;
- Collaboration with colleagues;
- Student academic growth;
- Quality professional development;
- Open communication about teaching practices;
- Recognition of strengths;
- Support toward professional growth.

The teacher evaluation system in the North Central Education Service District utilizes The Danielson Framework of Instruction and is designed around the following domains that encompass effective instruction:

- Planning and Preparation
- II. Classroom Environment
- III. Instruction
- IV. Professional Responsibilities

In addition to the four domains of effective teacher practice, the evaluation and support system addresses (by statute) Student Learning and Growth Goals.

Each of Danielson's domains can be further broken down into performance standards that define best practice in the teaching profession. The 22 performance standards are as follows:

I. Planning and Preparation

1a Knowledge of Content and Pedagogy
1b Demonstrating Knowledge of Students
1c Setting Instructional Outcomes
1d Demonstrating Knowledge of Resources
1e Designing Coherent Instruction
1f Designing Student Assessments

II. Classroom Environment

2a Creating an Environment of Respect and Rapport
2b Establishing a Culture for Learning
2c Managing Classroom Procedures
2d Managing Student Behavior
2e Organizing Physical Space

III. Instruction

- 3a Communicating with Students
- 3b Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

IV. Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

Though not every performance standard applies to every certified position in the North Central Education Service District, all licensed positions are encompassed by the 4 Domains and the Student Learning Goals Rubric.

Overview of the Evaluation and Observation Process

A. <u>Applicable to each teacher as specified</u>:

Task	**Comment & Due Dates**
1. Teacher Self-Assessment	Turn in to administrator by October 15th
2. Fall SLG Goal Conference	Required annually by October 30th Extensions may be requested - *Requires Approval*
3. Observations	Based on the teacher's or SLP's placement on the Evaluation Cycle **a. <u>Temporary and Probationary Staff (P1-P3)</u>** – Two Informal Observations prior to February 15th – One formal Observation by March 1st **b. <u>Contract Teachers (On-Cycle)</u>** – Two Informal Observations by March 1st **c. <u>Contract Teachers (Off-Cycle)</u>** – End-of-Year Review of SLG Progress by June 1st
4. Formative Evaluation/Mid-Year Review	Probationary and Contracted Teachers on Cycle by February 15th
5. Formal Observation(s)	May be required by administration or when requested by teacher
6. Summative Evaluation & Conference 15th	Annually for all Probationary and "On-Cycle" Licensed Staff by June *Contract Teachers "Off-Cycle" review of SLG Goals Only*

Note: *Probationary Teachers are those teachers in their first three years of employment with the North Central Education Service District.*

B. <u>Applicable only to those teachers whose performance does not meet the standards set by the district.</u>

- Plans of Assistance for Improvement; "P.A.I.'s" will be implemented when a teacher or licensed employee is minimally or not meeting standards.

C. <u>Evaluation Form</u>

- The District provides a prescribed form for teacher evaluation.

A Timeline for the Evaluation Process and Improvement of Instruction Guide

	Probationary Teachers	Contract Teachers
August	• Received Job Description • Teacher In-Service of Evaluation and Supervision Process	• Received Job Description • Teacher In-Service of Evaluation and Supervision Process
September	• Informal classroom visits begin	• Informal classroom visits begin
October	• Pre-Evaluation Interview – Goal Setting • Goal Writing – Professional Growth Plan • Informal visits and formal observations (as needed) • *Submit Self-Assessment Form (October 15th) • *Conferences completed and goals submitted (October 30th)	• Pre-Evaluation Interview – Goal Setting • Goal Writing – Professional Growth Plan • Informal visits and formal observations (as needed) • *Submit self-assessment form (October 15th) • *Conferences completed and goals submitted (October 30th)
November	• Informal visits and formal observations (as needed)	• Informal visits formal observations (as needed)
December	• Check progress on goals (self-check) • Informal visits and formal observations (as needed)	• Check progress on goals (self-check) • Informal visits and formal observations (as needed)
January	• Informal visits and formal observations (as needed)	• Informal visits formal observations (as needed)
February	• Informal visits and formal observations (as needed) • *Formative assessment form completed (February 15th)	• Informal visits and formal observations (as needed) • *Formative assessment form completed (February 15th)
March	• Board action on renewal/extension • *Notification of Employment – (March 15th)	• Board action on renewal/extension • *Notification of Employment – (March 15th)
April	• Check progress on goals • Informal visits and formal observations (as needed)	• Check progress on goals • Informal visits and formal observations (as needed)
May	• Conference concerning final evaluation report(s) • Informal visits and formal observations (as needed) • Final goals assessment concluded (planning new goals)	• Conference concerning final evaluation report(s) • Informal visits and formal observations (as needed) • Final goals assessment concluded (planning new goals)
June	• *Final Evaluation Report and Summative assessment form - (June 15th)	• *Final Evaluation Report and Summative assessment form - (June 15th)

***** *Indicates Deadline*

Note: *A Plan of Assistance for Improvement may be initiated at any point of Evaluation/Supervision process.*

The Oregon Matrix for Summative Evaluations for Teachers and Administrators

I. All educators must set two Student Learning and Growth (SLG) goals.

1. For those teachers who provide instruction in academic content areas, at least one of the two goals set must reflect the standards of the content area they teach.
2. For those teachers who do not provide instruction in academic content areas goals should reflect the standards to which they instruct.
3. All administrators responsible for student learning should set at least one academic goal. All other administrators should set goals related to their area of leadership and the accompanying standards.
    a. The Quality Review Checklist should be used for goal setting.
    b. All educators, regardless of grade and subject, may use measures that are state-wide, district-wide, school-wide or nationally recognized to measure student growth. o The use of statewide assessments as a measure of SLG goals is optional.

II. **The summative evaluation must take in to account the data gathered from multiple measures:** professional practice, professional responsibilities, and goals that impact student learning and growth, however, it is the responsibility of individual districts to determine the degree to which the data collected in these three areas is considered in the educator's summative evaluation.

III. **Summative ratings reported to ODE for the prior school year must reflect the educator's performance relative to the standards for professional practice and responsibility described in the district's four-point evaluation rubric.** Districts may include data collected as part of Student Learning and Growth goals in calculating the summative rating, but it is not required.

Statewide Components of the Oregon Matrix

How does an evaluator determine level 1-4 on the Y-axis and X-axis of the matrix and a final summative performance level at the end of an educator's evaluation cycle?

I. Y-Axis: Professional Practice and Professional Responsibilities (PP/PR)

First, the evaluator will need to determine the combined performance level for PP/PR based on data from the district's rubric. The evaluator will already have gauged the educator's performance on each standard/performance indicator on the rubric with four performance levels. For example, in a Danielson rubric, educators will have received a performance level for all 22 components (for Marshall rubrics, 60 components; for LEGENDS 29 components; etc.). The evaluator will then:

1. Add up all component scores to get the total points possible;
2. Divide by the number of components (based on the # of components in the rubric);
3. Get a rating between 1 and 4 for PP/PR;
4. Use the following thresholds to determine PP/PR level:
    - 3.6 - 4.0 = 4 PP/PR
    - 2.81-3.59 =3 PP/PR
    - 1.99 – 2.8 = 2 PP/PR*****
    - < 1.99 = 1 PP/PR

*** PP/PR Scoring Rule**: If the educator scores two "1's" in any PP/PR component, and his/her average score falls between 1.99 and 2.499, the educator's performance level cannot be rated above a "1".

5. Find the PP/PR performance level (1-4) on the Y-axis of the matrix.

Y-AXIS: Combined Rating on Professional Practice and Professional Responsibilities (PP/PR)					
	LEVEL 4 *(Highest)*	**COLLEGIAL PLAN** with focus on SLG Goals ***SLG INQUIRY** *due to **LOW** level of fidelity between measures* **3**	**FACILITATIVE *or* COLLEGIAL PLAN** with focus on SLG Goals Determined post inquiry ***SLG INQUIRY** *due to only **SOME** level of fidelity between measures* **3 or 4**	**FACILITATIVE PLAN** Educator leads development of Professional Growth Plan **GOOD** level of fidelity between measures **4**	**FACILITATIVE PLAN** Educator leads development of Professional Growth Plan **HIGHEST** level of fidelity between measures **4**
	LEVEL 3	**COLLEGIAL *or* CONSULTING PLAN** With focus on SLG Goals Determined post inquiry ***SLG INQUIRY** *due to **SOME** level of fidelity between measures* **2 or 3**	**COLLEGIAL PLAN** With focus on SLG Goals **GOOD** level of fidelity between measures **3**	**COLLEGIAL PLAN** Educator and evaluator collaboratively develop Professional Growth Plan **HIGHEST** level of fidelity between measures **3**	**COLLEGIAL PLAN** Educator and evaluator collaboratively develop Professional Growth Plan **GOOD** level of fidelity between measures **3**
	LEVEL 2	**CONSULTING PLAN** With focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Plan **GOOD** level of fidelity between measures **2**	**CONSULTING PLAN** With focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Plan **HIGHEST** level of fidelity between measures **2**	**CONSULTING PLAN** Evaluator consults with the educator and guides development of Professional Growth Plan **GOOD** level of fidelity between measures **2**	**COLLEGIAL *or* CONSULTING PLAN** Determined post inquiry ***PP/PR INQUIRY** due to only **SOME** level of fidelity between measures **2 or 3**
	LEVEL 1 *(Lowest)*	**DIRECTED PLAN** With focus on SLG Goals Evaluator determines Professional Growth Plan **HIGHEST** level of fidelity between measures **1**	**DIRECTED PLAN** With focus on SLG Goals Evaluator determines Professional Growth Plan **GOOD** level of fidelity between measures **1**	**CONSULTING *or* DIRECTED PLAN** Determined post inquiry ***PP/PR INQUIRY** due to only **SOME** level of fidelity between measures **1 or 2**	**CONSULTING PLAN** Evaluator consults with the educator and guides development of Professional Growth Plan ***PP/PR INQUIRY** due to only **LOW** level of fidelity between measures **2**
		LEVEL 1 *(Lowest)*	**LEVEL 2**	**LEVEL 3**	**LEVEL 4** *(Highest)*
		X-AXIS: Rating on Student Learning and Growth			

***Ratings in these areas require an inquiry process in order to determine a summative performance level and Professional Growth Plan.*

5. **Student Learning and Growth Goal (Targets)** - Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable. The target should be tiered for specific students in the class/course to allow all students to demonstrate growth.

   - **Example**: 100% of students will demonstrate growth toward mastery of the content of Visual Arts as measured by performance on a range of performance tasks.
     - Students who earned a 2 first quarter will earn at least a 3 or 4 on a similar performance task in the 4th quarter
     - Students who earned a 3 first quarter will earn at least a 4 on a similar performance task in the 4th quarter.
     - Student who earned a 4 first quarter will earn at least a 4 on a more complex performance task in the 4th quarter.
   - **Example that does not meet criteria**: 80% of students will earn at least a 3 on a visual arts performance task.

     This example does not include all students, does not reference baseline data, and includes the same targets for all students.

6. **Rationale** - Provides a detailed description of the reasons for selecting this specific area for a goal, which Includes a discussion of baseline data as well as current practice within the school and/or classroom. The rationale must also include language for the importance of the selected content/standards. Includes a rationale for the expected growth and how the target is appropriate and rigorous for students.

7. **Strategies** - Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress.

   - **Example**: This example is from an administrator SLG goal focused on mathematics in grades 6-8. *"I've built a school-wide schedule that establishes Individual Needs Classes for all students, organized and provided each team of teachers with data on their students that show state assessment scores from 3rd grade on and establishes assessment growth target scores for each student.*

     Additionally, I provided data to teachers showing which students received grades below a C while at XYZ Middle School (1-2 years of data disaggregated by trimester) as well as which students received intervention classes during the first and second trimesters. This data will also be provided to the Child Study Team so they can work with teams to focus interventions to meet student needs. I've also established an Academic Support Center and have worked with the coordinator to track and analyze ASC students' performance prior to and while place in the ASC so that we can ensure that the ASC is effectively supporting the students it serves."

8. **Professional Learning and Support** – Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals. Self-reflection and identification of professional learning needs can help focus efforts to provide meaningful professional learning opportunities to educators.

   - **Example: "***I need to attend more trainings as well as research and gather more resources on formative assessment. I need to evaluate the data from the assessment more often and to try different types of formative assessments throughout the year.*

     The Skillful Teacher is one training that will help with this goal. The chapter in the Skillful Teacher text on assessment will be helpful in creating valid and measureable formative assessments, such as exit tickets, think-a louds, and making sure students understand the learning target every day by posting it on the board during each class period."

Required Components for SLG Goals

The following components are essential for high quality SLG goals and are required for all educators' goals. See Appendix B for examples and blank templates for teacher and administrator goals.

1. **Content Standards/Skills** - Based on the relevant content and skills students should know or be able to do at the end of the course/class, a clear statement of a specific area of focus is selected. These should be specific state or national standards (a statement such as "Common Core State Standards in Math" is not specific enough).

   - **Example**: 8.3S.2 Organize, display, and analyze relevant data, construct an evidence-based explanation of the results of a scientific investigation, and communicate the conclusions including possible sources of error. Suggest new investigations based on analysis of results.

2. **Assessments** - Describes how student learning and growth will be measured. In Oregon, two categories of assessments are used for SLG goals (see page 18). Assessments must be aligned to state or national standards and meet state criteria.

3. **Context/Students** - Description of the demographics and learning needs of all students in the class or course. This should include relevant information that could include, but is not limited to: the number of students and their gender, race/ethnicity, socioeconomic status, and any students with diverse learning needs (e.g., EL, IEP, 504 plans). For those educators who do not meet with students on a regular basis, including contact time (e.g., one 50-minute period per day, two 90-minute blocks per week, etc.) provides additional context for the goals developed by the educator. The context will affect the development of your tiered targets and instructional strategies

   - **Example**: "There are currently 247 students enrolled in grade 8 at EFG Middle School; 115 students are female and 132 are male. Listed below is the ethnic breakdown of students in the school:
     - Asian—less than 1 percent
     - Native Hawaiian/Pacific—less than 1 percent
     - Black or African American—less than 1 percent
     - Hispanic—11 percent
     - Two or more [ethnicities]—10 percent
     - White – 75 percent

   - Ten percent of the grade 8 student population is on an IEP and five percent of students have 504 plans. 45 percent of students live in poverty and receive free and/or reduced lunch."

4. **Baseline Data** - Provides information about the students' current performance at the start of course/class. It is generally the most recent data available and can include the prior year's assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-test or other evidence of students' learning. Determine students' strengths and areas of weaknesses that inform the goal. Data is attached to the goal template.

   - **Example:**
     Only 53% of our grade 4 students met or exceeded the state assessment benchmark in reading for the 2015-16 school year. 35% of our economically disadvantaged students, 32% of our students who have limited English proficiency, and 40% of our students with disabilities met the benchmarks. 30% of students who identify as black, 43% of students who identify as Hispanic, 48%of our students who identify as Native [American], and 50% of our students who identify as multiracial met or exceeded benchmarks. Additionally, all subgroups performed lowest in the strand area of Locating Information.

6. **Student Learning and Growth Goal (Targets)** - Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable. The target should be tiered for specific students in the class/course to allow all students to demonstrate growth.

   - **Example**: 100% of students will demonstrate growth toward mastery of the content of Visual Arts as measured by performance on a range of performance tasks.
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   - **Example**: This example is from an administrator SLG goal focused on mathematics in grades 6-8. *"I've built a school-wide schedule that establishes Individual Needs Classes for all students, organized and provided each team of teachers with data on their students that show state assessment scores from 3rd grade on and establishes assessment growth target scores for each student.*

     Additionally, I provided data to teachers showing which students received grades below a C while at XYZ Middle School (1-2 years of data disaggregated by trimester) as well as which students received intervention classes during the first and second trimesters. This data will also be provided to the Child Study Team so they can work with teams to focus interventions to meet student needs. I've also established an Academic Support Center and have worked with the coordinator to track and analyze ASC students' performance prior to and while place in the ASC so that we can ensure that the ASC is effectively supporting the students it serves."

9. **Professional Learning and Support** – Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals. Self-reflection and identification of professional learning needs can help focus efforts to provide meaningful professional learning opportunities to educators.

   - **Example: "***I need to attend more trainings as well as research and gather more resources on formative assessment. I need to evaluate the data from the assessment more often and to try different types of formative assessments throughout the year.*

     The Skillful Teacher is one training that will help with this goal. The chapter in the Skillful Teacher text on assessment will be helpful in creating valid and measureable formative assessments, such as exit tickets, think-a louds, and making sure students understand the learning target every day by posting it on the board during each class period."

Goal Setting Conferences

Educators and their supervisors/evaluators must work collaboratively in setting SLG goals. They periodically review available data/evidence toward goal attainment and make necessary adjustments (e.g. professional learning needs, resources, strategies). Conferences must occur at least three times during the school year:

1. Beginning of the year (course/class) when SLG goals are prepared, reviewed, and approved;
2. Mid-point to check for progress and/or make adjustments in strategies; and
3. End-point of the course/class to analyze results.

Professional Growth Goals

As part of the district's evaluation and professional growth cycle, all educators are required to set professional growth goals. Professional goals are based on the standards of professional practice described in the district's rubric. Through the completion of a self-assessment against the district rubric, educators identify areas of strength and need relative to the standards for professional practice and determine strategies and supports needed to help them elevate their practice.

Collaborative SLG Goal Setting Process

Setting SLG goals is a collaborative process in which educators and evaluators enter into a conversation to create a rigorous, yet realistic goal that examines the educator's impact on student learning and growth. The educator and evaluator work together to ensure quality goals through a discussion of the rigor and rationale of each goal, standards addressed, appropriate evidence-based strategies, and quality of assessments and evidence.

Goals originate with the educator after an analysis of their students' data. The collaborative process includes guiding questions to inform revisions, such as:

- How was the baseline data used to inform the growth goal?
- How are growth targets appropriate for the student population? If applicable, are targets differentiated based on students' baseline data?
- Are the expectations for growth rigorous yet realistic?
- How will this goal address student needs?
- How will goal attainment help the student succeed in this class/course or future class/course?

Educators are encouraged to collaborate with other educators to establish SLG goals (e.g. grade level, departments, curricular or administrative teams). Collaborative goal setting for teachers could take various forms:

- A team of teachers responsible for the same grade and/or content (e.g., 9th grade English or 4th grade team) write a team-level goal with each teacher only accountable for their individual intact group of students.
- A team of teachers who share students between classrooms (e.g., RTI, Walk to Read), write a team-level goal where teachers are accountable for all students.
- An individual teacher accountable for an intact group of students writes a classroom or course-level goal in collaboration with their evaluator.

Districts are encouraged to provide opportunities for educators to collaborate and share information across schools or districts. For example, teachers who do not have a team of peers within their school or district may benefit from collaborating with similarly-situated teachers in another school or district.

Steps for Setting Student Learning and Growth Goals

STEP 1 - Determine Needs: To begin the process, educators gather baseline data to better understand how to prepare students for the standards addressed by the class or course. This data could include end-of-year data from the previous year, baseline data from district assessments, pretests, or student work samples. Educators conduct an analysis of the baseline data and set goals for all students based on that data.

Conduct a Self-Reflection: To set truly meaningful goals that enhance practice and support professional growth, educators engage in self-reflection as part of the process in determining student needs. This step is often left out of

cycles of improvement because “there just isn’t enough time;” however, the omission of this step often leaves goals without any relevant connection to an educator’s day-to-day practice. The self-reflection includes time for an educator to look at student level data, reviewing student work from the previous year, reviewing past units of study, as well as information concerning their practice offered by their evaluator.

The self-reflection process:

- Establishes a continuous improvement plan for every educator
- Promotes professional growth and continuous learning
- Keeps student learning at the core of all instructional, leadership, and professional practice decisions
- Builds consistency across the school and district

To be targeted and effective, self-reflection includes:

- Analysis of evidence of SLG under the educator's responsibility
- Assessment of practice against performance standards
- Proposed goals to pursue to improve practice and SLG

STEP 2 - Create Specific Learning and Growth Goals: In this step the educator sets specific learning goals based on their self-reflection and students’ baseline data. The SMART goal process is used in the development of SLG goals (SMART = Specific; Measureable; Appropriate; Realistic; and Time-bound). See SMART graphic on page 13.

Determine the students and time-period: The educator sets two annual SLG goals between which all students in a classroom or course are included. A course is considered a content and/or grade-specific class (or a school for administrators). The instructional period will vary depending on staff assignment. For example, Algebra I SLG goal would span the length of an Algebra I course (e.g. year, semester, or trimester).

For most secondary teachers (including middle school) goals must cover all the students instructed by the teacher in a particular course or class. 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 I 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. This would also be true for other TSPC licensed personnel such as PE teachers, reading teachers, special education teachers, etc.

For most elementary teachers, goals must cover all the students in their 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.

Determine the specific standards and content addressed by the SLG goal: Identify specific state or national standards to which the SLG goal is aligned. The content or skills should be selected based on identified areas from the data analysis.

Set student learning growth goal (targets): Write a brief yet specific growth goal (target) for students that aligns to the standards. These growth targets should include specific indicators of growth; such as percentages or questions answered correctly that demonstrate learning between two points in time. The targets should be rigorous yet attainable. They can be tiered for specific students in the course/class to allow all students to demonstrate growth. The educator provides a rationale for why the goal is important and achievable for this group of students.

Identify assessments. Identify the appropriate assessment that will be used to measure student learning and growth toward the goal(s). See page 13 for guidance on assessments for SLG goals.

STEP 3 - Create and Implement Teaching and Learning Strategies: Teachers identify specific instructional strategies that are appropriate for the learning content and students’ skill level, and continually examine and adjust those strategies based on data about student progress and student needs.

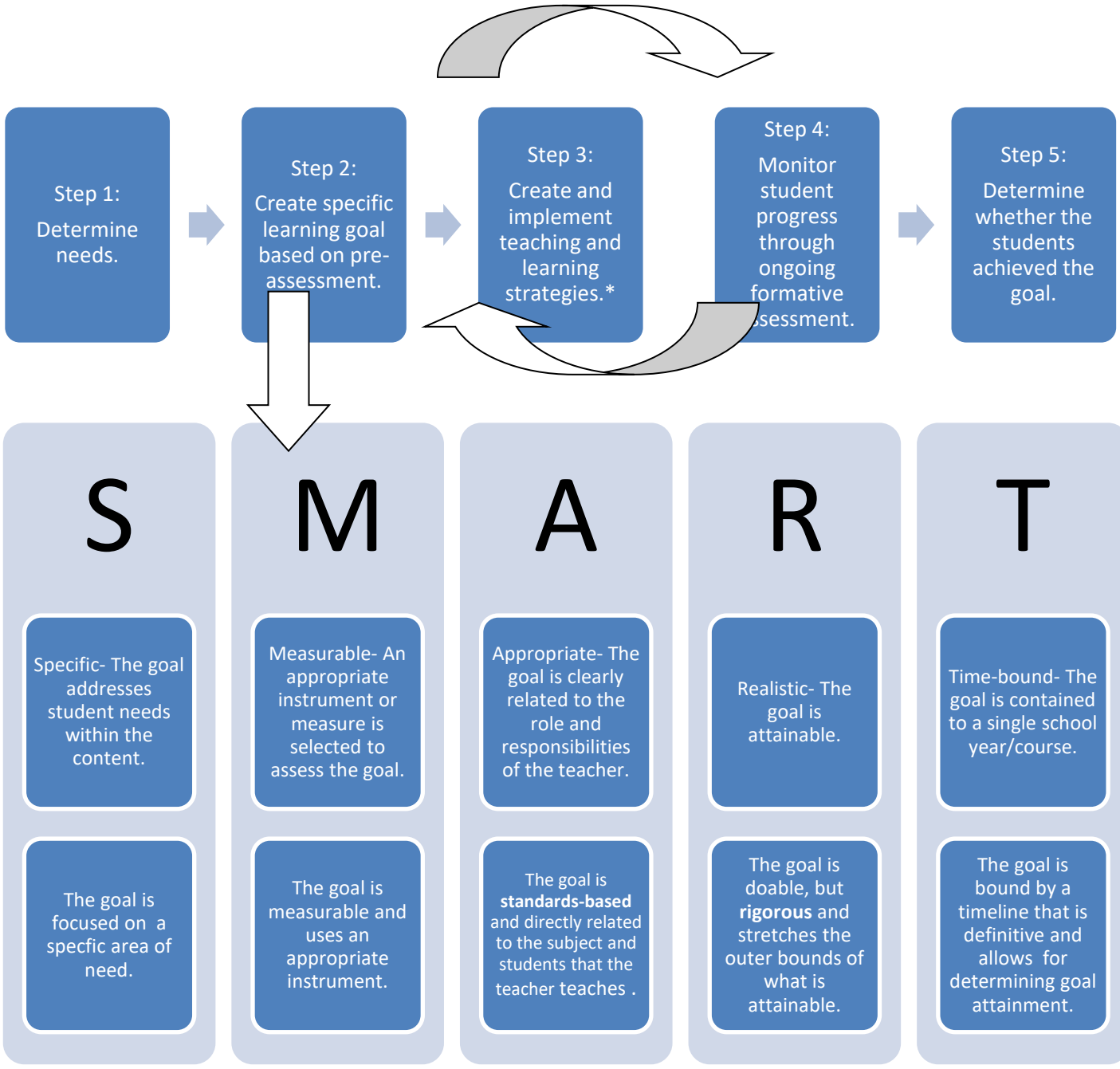
STEP 4 - Monitor Student Progress through Ongoing Formative Assessment

Steps 3 and 4 are a continuous cycle throughout the life of the goal. Over the course of the school year, educators implement the instructional strategies that are appropriate for students to meet their targets as stated in the SLG goals. They collect student data and monitor student progress through ongoing formative assessments.

The educator and evaluator meet mid-course to check on progress towards the goals. They may determine that an adjustment in instructional strategies is warranted, or that there are immediate support/resources available to help the educator with a particular need (e.g., observing another educator or collaborating with a mentor). If the growth goal has already been met by the mid-course, the educator and evaluator may determine the need to revise the goal for increased rigor.

STEP 5 - Determine Whether Students Achieved the Goal: At the end of the course or school year, educators meet with their evaluators for a final review of the educator s' progress on the SLG goals. They will examine the end-of-year data, reflect on student learning results, discuss what worked and what did not, and identify professional learning needs and available resources to support the educator's continued professional growth.

Step-By-Step SMART Goal Process (The following diagram illustrates the process for developing SMART Goals.)



*In step 3, administrators would include leadership strategies that reflect their school or district responsibilities.

Selecting Assessment for SLG Goals

Selecting and/or developing assessments may be one of the most important steps in the SLG goal process. These measures enable educators to determine growth toward and attainment of the SLG goal. There are two categories of measures for SLG goals outlined in Table 1. Category 1 is the Oregon state assessment for ELA and Math. Category 2 measures include both commercially developed and locally developed assessments.

All assessments must be aligned to state or national standards and meet criteria to ensure quality. Valid assessments measure what they are designed to measure. Reliable assessments are those that produce accurate and consistent results.

The guidance below is provided to aid districts in their planning for evaluations for the 2016-17 school year.

- All educators should set two Student Learning and Growth (SLG) goals.
- The use of Student Growth Percentiles (SGPs), which was a condition of Oregon's ESEA waiver, **will not be required as a measure of SLG goal attainment.**
- The use of statewide assessments as a measure of SLG goals **is optional.**
- All educators, regardless of grade and subject, ***may*** use Category 2 measures (district-wide or school-wide) for their two SLG goals.
- The Quality Review Checklist and Statewide Scoring Rubric should be used for goal setting and scoring respectively.
- The Oregon Matrix, required in OAR, should be used as the model that combines multiple measures of performance, including professional practice, professional responsibilities, and student learning and growth for summative evaluations.

Each district will determine if the assessments that are used to measure SLG goals need to be comparable across just a school or across all schools within the district.

Table 1: Categories of Measures for SLG Goals

Category	Types of Measures	Guidance
1	• Oregon's state assessments – SMARTER Balanced (formerly OAKS) – Extended Assessments[1]	• Same assessment and administration guidelines are used statewide **Required beginning in the 2015-16 school year*
2	• Commercially developed assessments that include pre - and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance	• Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria[2]

[1]Used by special education teachers who provide instruction in ELA or math for those students who take extended assessments

Scoring Student Learning and Growth Goals

This section addresses the step toward the end of the SLG goal setting process, when all student progress data are in and before the final evaluation conference. Educators score their SLG goals and review and finalize the score with their supervisor/evaluator. Evaluators are responsible for determining the final score.

Once SLG goals are approved, educators start collecting the information needed to measure student progress as defined in the SLG goal. The collection and analysis of data continues throughout the course or school year to monitor student progress towards goals. The educator is responsible for collecting and organizing documentation, including the approved SLG goals and evidence of progress defined within it, in a way that is easy for them to reference and for the evaluators to review. At the end of the course or school year, educators meet with their evaluator to review results.

As a requirement of SB290 and the ESEA waiver, student learning and growth must be included as a significant factor of educators' summative evaluations. SLG goals are scored and the SLG performance level is determined. To ensure consistency in evaluations across the state, all districts must use the **SLG Quality Review Checklist** and **Oregon SLG Scoring Rubric** to score SLG goals.

SLG Goal Quality Review Checklist

Before SLG goals can be used in teacher and administrator evaluations, this checklist should be used in in order to approve them. For an SLG goal to be approved, all criteria must be met.

Baseline Data	**Yes**	**No**
Is baseline data used to make data-driven decisions for the SLG goal, including student information from past assessments and/or pre-assessment results?		
Student Growth Goal (Targets)		
Is the SLG goal written as a "growth" goal v. "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address specific knowledge and skills aligned to the course curriculum and based on content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

SLG Goal Scoring Rubric

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and administrator. This rubric applies to both teacher and administrator evaluations.

Level 4 *(Highest)*	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 *(Lowest)*	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

Informal Observation Process

Informal observations may take place throughout the school year. Following are suggestions for making the informal visits helpful and meaningful.

- Observe at different times of the day.
- Observation may be by the supervisor dropping in as well as by teacher invitation.
- Exchange of feedback (verbal and/or written) should occur as soon as is practical after the observation.
- A written observation report or informal observation record will be completed by the supervisor.

Formal Observation Process

I. **Pre-Conference**

The supervisor and teacher meet to discuss items of mutual interest concerning the observation. During the Pre-Conference, the supervisor will collect specific data based on the following Domain and Standards where applicable,

A. Planning and Preparation
   1. Knowledge of Content and Pedagogy
   2. Demonstrating Knowledge of Students
   3. Setting Instructional Outcomes
   4. Demonstrating Knowledge of Resources
   5. Designing Coherent Instruction
   6. Designing Student Assessments *(If applicable)* *

The data collection to be used during the observation will be identified and mutually understood by the supervisor and teacher.

II. **Observation**

During the classroom observation, the supervisor will collect specific data based on the following Domains and Standards where applicable.

Classroom Environment

2a Creating an Environment of Respect and Rapport
2b Establishing a Culture for Learning
2c Managing Classroom Procedures
2d Managing Student Behavior
2e Organizing Physical Space

Instruction

3a Communicating with Students
3b Questioning and Discussion Techniques
3c Engaging Students in Learning
3d Using Assessment in Instruction
3e Demonstrating Flexibility and Responsiveness

The length of observation will be no less than a comprehensive portion of an instructional period or meeting.

**may also be discussed and documented through the reflection process*

III. **Reflection Sheet (Optional)**

This form is intended to be available to use and be completed by the teacher being observed. The post-observation conference will focus on the data collected by the administrator and the input from the teacher regarding the items on the Reflection Sheet.

IV. **Reflection Conference**

As soon as is practical after the observation, a conference will be scheduled. The supervisor and teacher will discuss the data. From this evidence, areas of reinforcement and /or improvement could be established. The date and time of the next observation may be set. A written observation report will be completed.

Plan of Assistance for Improvement

The Plan of Assistance for Improvement is a formal process of supervision designed to focus on identified improvement needed in one or more teacher performance standards. The conference between the staff member and the supervisor will be scheduled to discuss the Plan of Assistance for Improvement. The plan is to include:

1. A description of the deficiency (i.e.) which need(s) to be improved (in a teacher's conduct or performance), citing specific criterion of the job description and performance standards.
2. A description of the supervisor's expectations of how the teacher is to eliminate the deficiency.
3. Assistance for achieving the desired expectation to meet the desired level of performance including criteria for measurement, assessment techniques and resources to be used.
4. Peer assistance will be made available where reasonable and practicable. The district supports the utilization of peer assistance whenever practicable and reasonable to aid teachers to better meet the needs of students. Peer assistance is voluntary and thereby no witness or document related to the peer assistance or the record of peer assistance shall be admissible in any proceeding that may occur as a result of the Program of Assistance for Improvement.
5. The date by which the plan must be completed.

During the Plan of Assistance for Improvement, follow-up observations will occur within a specified time. Unless the plan has been revised and the observation schedule altered, the staff member will, when the specified time for completion is reached, be notified that one of four actions will be taken:

1. Return to the regular evaluation program based on satisfactory improvement
2. Continuation and extension of current Plan of Assistance for Improvement
3. Continued recommendation for contract non-extension
4. Dismissal or non-renewal

North Central Education Service District

Appendix A
Learning Specialist

North Central Education Service District - Teacher Performance Standards (Y Axis on Oregon Matrix)

Domain I: Planning & Preparation
Standard 1a: Knowledge of Content and Pedagogy
Standard 1b: Demonstrating Knowledge of Students
Standard 1c: Setting Instructional Outcomes
Standard 1d: Demonstrating Knowledge of Resources
Standard 1e: Designing Coherent Instruction
Standard 1f: Designing Student Assessments
Domain II: Classroom Environment
Standard 2a: Creating an Environment of Respect and Rapport
Standard 2b: Establishing a Culture for Learning
Standard 2c: Managing Classroom Procedures
Standard 2d: Managing Student Behavior
Standard 2e: Organizing Physical Space
Domain III: Instruction
Standard 3a: Communicating with Students
Standard 3b: Questioning and Discussion Techniques
Standard 3c: Engaging Students in Learning
Standard 3d: Using Assessment in Instruction
Standard 3e: Demonstrating Flexibility and Responsiveness
Domain IV: Professional Responsibilities
Standard 4a: Reflecting on Teaching
Standard 4b: Maintaining Accurate Records
Standard 4c: Communicating with Families
Standard 4d: Participating in a Professional Community
Standard 4e: Growing and Developing Professionally
Standard 4f: Showing Professionalism

North Central Education Service District

Charlotte Danielson's Framework for Teaching

Domain 1: Planning and Preparation

1a. Demonstrating Knowledge of Content and Pedagogy
- Knowledge of Content and the Structure of the Discipline
- Knowledge of Prerequisite Relationships
- Knowledge of Content-Related Pedagogy

1b. Demonstrating Knowledge of Students
- Knowledge of Child and Adolescent Development
- Knowledge of the Learning Process
- Knowledge of Students' Skills, Knowledge, and Language Proficiency
- Knowledge of Students' Interests and Cultural Heritage
- Knowledge of Students' Special Needs

1c. Selecting Instructional Outcomes
- Value, Sequence, and Alignment
- Clarity
- Balance
- Suitability for Diverse Learners

1d. Demonstrating Knowledge of Resources
- Resources for Classroom Use
- Resources to Extend Content Knowledge and Pedagogy
- Resources for Students

1e. Designing Coherent Instruction
- Learning Activities
- Instructional Materials and Resources
- Instructional Groups
- Lesson and Unit Structure

1f. Designing Student Assessment
- Congruence with Instructional Outcomes
- Criteria and Standards
- Design of Formative Assessments
- Use for Planning

Domain 2: The Classroom Environment

2a. Creating an Environment of Respect and Rapport
- Teacher Interaction with Students (Words and Actions)
- Student Interactions with One Another (Words and Actions)

2b. Establishing a Culture for Learning
- Importance of the Content
- Expectations for Learning and Achievement
- Student Pride in Work

2c. Managing Classroom Procedures
- Management of Instructional Groups
- Management of Transitions
- Management of Materials and Supplies
- Performance of Non-Instructional Duties
- Supervision of Volunteers and Paraprofessionals

2d. Managing Student Behavior
- Expectations
- Monitoring of Student Behavior
- Response to Student Misbehavior

2e. Organizing Physical Space
- Safety and Accessibility
- Arrangement of Furniture and Use of Physical Resources

Domain 3: Instruction

3a. Communicating with Students
- Expectations for Learning
- Directions and Procedures
- Explanations of Content
- Use of Oral and Written Language

3b. Using Questioning and Discussion Techniques
- Quality of Questions
- Discussion Techniques
- Student Participation

3c. Engaging Students in Learning
- Activities and Assignments
- Grouping of Students
- Instructional Materials and Resources
- Structure and Pacing

3d. Using Assessment in Instruction
- Assessment Criteria
- Monitoring of Student Learning
- Feedback to Students
- Student Self-Assessment and Monitoring of Progress

3e. Demonstrating Flexibility and Responsiveness
- Lesson Adjustment
- Response to Students
- Persistence

Domain 4: Professional Responsibilities

4a. Reflecting on Teaching
- Accuracy
- Use in Future Teaching

4b. Maintaining Accurate Records
- Student Completion of Assignments
- Student Progress in Learning
- Non-instructional Records

4c. Communicating with Families
- Information About the Instructional Program
- Information About Individual Students
- Engagement of Families in the Instructional Program

4d. Participating in a Professional Community
- Relationships with Colleagues
- Involvement in a Culture of Professional Inquiry
- Service to the School
- Participation in School and District Projects

4e. Growing and Developing Professionally
- Enhancement of Content Knowledge and Pedagogical Skill
- Receptivity to Feedback from Colleagues
- Service to the Profession

4f. Demonstrating Professionalism
- Integrity and Ethical Conduct
- Service to Students
- Advocacy
- Decision Making

Guiding Questions:

- Does the teacher have lesson and unit plans that reflect important concepts in discipline?
- Does the teacher differentiate instruction to make content accessible for all students?
- Does the teacher use clear and accurate classroom explanations?
- Does the teacher have accurate answers to student questions?
- Does the teacher give feedback to students to further their learning?
- Does the teacher use interdisciplinary connections in plans and practice?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Teacher makes content errors. Teacher does not consider prerequisite relationships when planning. Teacher's plans use inappropriate strategies for the discipline	Teacher is familiar with the discipline but does not see conceptual relationships. Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.	The teacher can identify important concepts of the discipline and their relationships to one another. The teacher consistently provides clear explanations of the content. The teacher answers student questions accurately and provides feedback that furthers their learning. The teacher seeks out content-related professional development.	In addition to the characteristics of "proficient": Teacher cites intra- and interdisciplinary content relationships. Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.

Guiding Questions:

- Is there formal and informal information about students gathered by teacher for use in planning instruction?
- Are student interests and needs learned and used by teacher in planning?
- Does the teacher have knowledge of student life outside of school?
- Does the teacher design opportunities for students to share heritage?
- Does the teacher use school and district resources to support and advocate for student needs?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Teacher does not understand child development characteristics and has unrealistic expectations for students. Teacher does not try to ascertain varied ability levels among students in the class. Teacher is not aware of student interests or cultural heritages. Teacher takes no responsibility to learn about students' medical or learning disabilities.	Teacher cites developmental theory but does not seek to integrate it into lesson planning. Teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium," and "low" groups of students within the class. The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class.	In addition to the characteristics of "proficient": The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information about their cultural heritage from all students. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

Guiding Questions:

- Does the teacher provide instruction that challenges all students at an appropriate cognitive level?
- Does the teacher use learning targets as the focus for instruction?
- Does the teacher use interdisciplinary connections in plans and practice?
- Does the teacher use assessment to inform instruction?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class.	Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class.	Outcomes represent high expectations and rigor. Outcomes are related to the "big ideas" of the discipline. Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication. Outcomes are suitable to groups of students in the class and are differentiated where necessary.	In addition to the characteristics of "proficient": Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing. Teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.

Guiding Questions:

- Does the teacher use district-provided materials?
- Does the teacher use a variety of resources to supplement instruction (internet, multi-media, guest speakers, range of texts)?
- Does the teacher utilize professional development to improve professional practice?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources—not only through the school and district, but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources—not only through the school and district, but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.

Possible Evidence / Critical Attributes:

Unsatisfactory	Basic	Proficient	Exemplary
The teacher uses only district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his or her own skill. Although aware of some student needs, the teacher does not inquire about possible resources.	The teacher uses materials in the school library but does not search beyond the school for resources. The teacher participates in content-area workshops offered by the school but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	Texts are at varied levels. Texts are supplemented by guest speakers and field experiences. Teacher facilitates Internet resources. Resources are multidisciplinary. Teacher expands knowledge with professional learning groups and organizations. Teacher pursues options offered by universities. Teacher provides lists of resources outside the class for students to draw on.	In addition to the characteristics of "proficient": Texts are matched to student skill level. The teacher has ongoing relationship with colleges and universities that support student learning. The teacher maintains log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.

Guiding Questions:

- Does the teacher use lessons that support instructional outcomes and reflect important concepts?
- Does the teacher create activities that represent high level thinking?
- Does the teacher make connections to prior learning?
- Does the teacher differentiate through student choice, utilizing varied resources, and flexible learning groups?
- Does the teacher develop and deliver appropriate instruction that takes into account the individual learner (strengths, interests, and needs)?
- Does the teacher develop structured lesson plans?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson or unit's structure is clear and allows for different pathways according to diverse student needs.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Learning activities are boring and/or not well aligned to the instructional goals. Materials are not engaging or do not meet instructional outcomes. Instructional groups do not support learning. Lesson plans are not structured or sequenced and are unrealistic in their expectations.	Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random or only partially support objectives. Lesson structure is uneven or may be unrealistic in terms of time expectations.	Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. Teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. The plan for the lesson or unit is well structured, with reasonable time allocations.	In addition to the characteristics of "proficient": Activities permit student choice. Learning experiences connect to other disciplines. Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs.

Guiding Questions:

- Does the teacher's instruction match the standards and assessments used?
- Does the teacher use assessment to inform instruction?
- Does the teacher use a variety of performance opportunities for students?
- Does the teacher use modified assessments available for individual students as needed?
- Does the teacher have expectations clearly written, with descriptors for each level of performance?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plan to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Assessments do not match instructional outcomes. Assessments have no criteria. No formative assessments have been designed. Assessment results do not affect future plans.	Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students.	All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate modified assessments for some students as needed. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data.	In addition to the characteristics of "proficient": Assessments provide opportunities for student choice. Students participate in designing assessments for their own work. Teacher-designed assessments are authentic with real-world application, as appropriate. Students develop rubrics according to teacher-specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input.

Guiding Questions:

- Does the teacher facilitate respectful talk and behaviors?
- Are the teacher and students actively engaged within the learning environment?
- Does the teacher exhibit awareness and respect for students' background and life outside the classroom?
- Does the teacher move around the room and have appropriate proximity to students?
- Does the teacher encourage students?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity. Students use disrespectful talk towards one another with no response from the teacher. Teacher displays no familiarity with or caring about individual students' interests or personalities.	The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. Teacher attempts to respond to disrespectful behavior among students, with uneven results. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	Talk between teacher and students and among students is uniformly respectful. Teacher responds to disrespectful behavior among students. Teacher makes superficial connections with individual students.	In addition to the characteristics of "proficient": Teacher demonstrates knowledge and caring about individual students' lives beyond school. When necessary, students correct one another in their conduct between classmates. There is no disrespectful behavior among students. The teacher's response to a student's incorrect response respects the student's dignity.

Guiding Questions:

- Does the teacher have high expectations, supported through both verbal and nonverbal behaviors?
- Does the teacher communicate the value and purpose of the work?
- Does the teacher expect and recognize quality?
- Does the teacher expect and recognize effort and persistence?
- Does the teacher expect all students to participate?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at-hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Class time is devoted more to socializing than to learning.	Teacher's energy for the work is neutral, indicating neither indicating a high level of commitment nor "blowing it off." The teacher conveys high expectations for only some students. Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work. Many students indicate that they are looking for an "easy path."	The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it. The teacher demonstrates a high regard for student abilities. Teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	In addition to the characteristics of "proficient": The teacher communicates a genuine passion for the subject. Students indicate that they are not satisfied unless they have complete understanding. Student questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer. Students recognize the efforts of their classmates. Students take initiative in improving the quality of their work.

Guiding Questions:

- Does the teacher ensure that there is smooth functioning of all routines?
- Does the teacher maintain little or no loss of instructional time?
- Does the teacher recognize students playing an important role in carrying out the routines?
- Does the teacher design and implement routines that support transition and instruction?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Students not working with the teacher are not productively engaged or are disruptive to the class. There are no established procedures for distributing and collecting materials. Procedures for other activities are confused or chaotic.	Small groups are only partially engaged while not working directly with the teacher. Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough. Classroom routines function unevenly.	The students are productively engaged during small-group work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly.	In addition to the characteristics of "proficient": Students take the initiative with their classmates to ensure that their time is used productively. Students themselves ensure that transitions and other routines are accomplished smoothly. Students take initiative in distributing and collecting materials efficiently.

Guiding Questions:

- Does the teacher have clear, posted standards of conduct that are referred to regularly?
- Does the teacher foster positive relationships and address concerning behavior appropriately?
- Is teacher aware of student conduct?
- Does the teacher reinforce positive behavior?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
The classroom environment is chaotic, with no apparent standards of conduct. The teacher does not monitor student behavior. Some students violate classroom rules, without apparent teacher awareness. When the teacher notices student misbehavior, s/he appears helpless to do anything about it.	Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. Teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.	Standards of conduct appear to have been established. Student behavior is generally appropriate. The teacher frequently monitors student behavior. Teacher's response to student misbehavior is effective. Teacher acknowledges good behavior.	In addition to the characteristics of "proficient": Student behavior is entirely appropriate; there no evidence of student misbehavior. The teacher monitors student behavior without speaking – just moving about. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.

Guiding Questions:

- Does the teacher provide a pleasant, inviting atmosphere?
- Does the teacher ensure a safe environment?
- Does the teacher maintain accessibility for all students?
- Is the teacher's furniture arrangement suitable for the learning activities?
- Does the teacher effectively use physical resources, including computer technology, by both teacher and students?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or the board. Available technology is not being used, even if its use would enhance the lesson.	The physical environment is safe, and most students can see and hear. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources.	The classroom is safe, and all students are able to see and hear. The classroom is arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology.	In addition to the characteristics of "proficient": Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the goals of the lesson and the physical environment. Students take the initiative to adjust the physical environment. Teachers and students make extensive use of available technology.

Guiding Questions:

- Does the teacher exhibit clarity of the purpose of the lesson?
- Does the teacher give clear directions and procedures specific to the lesson activities?
- Does the teacher use correct spoken and written language throughout instruction?
- Does the teacher use instructional materials that are clear and grammatically correct?
- Does the teacher engage and inspire students through use of embellishments and imaginative use of language?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
At no time during the lesson does the teacher convey to the students what they will be learning. Students indicate through their questions that they are confused about the learning task. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through body language or questions that they don't understand the content being presented. Teacher's communications include errors of vocabulary or usage. The teacher's vocabulary is inappropriate to the age or culture of the students.	The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation. The teacher must clarify the learning task so that students can complete it. The teacher makes no serious content errors but may make a minor error. The teacher's explanation of the content consists of a monologue or is purely procedural, with minimal participation by students. Vocabulary and usage are correct but unimaginative. Vocabulary is too advanced or too juvenile for the students.	The teacher states clearly, at some point during the lesson, what the students will be learning. If the tactic is appropriate, the teacher models the process to be followed in the task. Students engage with the learning task, indicating that they understand what they are to do. The teacher makes no content errors. The teacher's explanation of content is clear and invites student participation and thinking. The teacher's vocabulary and usage are correct and completely suited to the lesson. The teacher's vocabulary is appropriate to the students' ages and levels of development.	In addition to the characteristics of "proficient": The teacher points out possible areas for misunderstanding. Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. All students seem to understand the presentation. The teacher invites students to explain the content to the class or to classmates. Teacher uses rich language, offering brief vocabulary lessons where appropriate.

Guiding Questions:

- Does the teacher use questions of high cognitive challenge, formulated by both students and teacher?
- Does the teacher use questions with multiple correct answers, or multiple approaches even when there is a single correct response?
- Does the teacher make effective use of student responses and ideas?
- Does the teacher use discussion in which the teacher steps out of the central, mediating role?
- Does the teacher facilitate high levels of student participation in discussion?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Questions are rapid-fire, and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between teacher and students; students are not invited to speak directly to one another. A few students dominate the discussion.	Teacher frames some questions designed to promote student thinking, but only a small number of students are involved. The teacher invites students to respond directly to one another's ideas, but few students respond. Teacher calls on many students, but only a few actually participate in the discussion.	Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. The teacher effectively builds on student responses to questions. Discussions enable students to talk to one another without ongoing mediation by the teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion.	In addition to the characteristics of "proficient": Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion.

Guiding Questions:

- Do the teacher's activities align with the goals of the lesson?
- Does the teacher create enthusiasm, interest, thinking, problem-solving, etc?
- Does the teacher design learning tasks that require high-level student thinking and are aligned with lesson objectives?
- Does the teacher keep students highly motivated to work on all tasks and persistent even when the tasks are challenging?
- Does the teacher facilitate students actively "working" rather than watching while their teacher "works?" (Gradual release of responsibility: I do, We do, You do)
- Does the teacher keep suitable pacing of the lesson: neither dragging or rushed, with time for closure and student reflection?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Few students are intellectually engaged in the lesson. Learning tasks require only recall or have a single correct response or method. The materials used ask students to perform only rote tasks. Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and recall. Students are in large part passively engaged with the content, learning primarily facts or procedures. Students have no choice in how they complete tasks. The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking. The pacing of the lesson is uneven—suitable in parts, but rushed or dragging in others.	Most students are intellectually engaged in the lesson. Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. Students have some choice in how they complete learning tasks. There is a mix of different types of groupings, suitable to the lesson objectives. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged.	In addition to the characteristics of "proficient": Virtually all students are highly engaged in the lesson. Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. Students suggest modifications to the grouping patterns used. Students have extensive choice in how they complete tasks. Students suggest modifications or additions to the materials being used. Students have an opportunity for both reflection and closure after the lesson to consolidate their understanding.

Guiding Questions:

- Does the teacher pay close attention to evidence of student understanding?
- Does the teacher pose specifically created questions to elicit evidence of student understanding?
- Does the teacher circulate to monitor student learning and to offer feedback?
- Does the teacher encourage students to assess their own work against established criteria?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Feedback is only global. The teacher does not ask students to evaluate their own or classmates' work.	There is little evidence that the students understand how their work will be evaluated. Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. Teacher requests global indications of student understanding. Feedback to students is not uniformly specific and not oriented towards future improvement of work. The teacher makes only minor attempts to engage students in self-assessment or peer assessment.	Students indicate that they clearly understand the characteristics of high-quality work. The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance, at least for groups of students. The teacher attempts to engage students in self-assessment or peer assessment.	In addition to the characteristics of "proficient": There is evidence that students have helped establish the evaluation criteria. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. Teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is specific and timely, and is provided from many sources including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.

- **Guiding Questions:**
- Does the teacher incorporate student interests and events of the day into a lesson?
- Does the teacher make adjustments in the face of students' lack of understanding?
- Does the teacher seize a teachable moment?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Teacher ignores indications of student boredom or lack of understanding. Teacher brushes aside student questions. Teacher makes no attempt to incorporate student interests into the lesson. The teacher conveys to students that when they have difficulty learning it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students.	Teacher's efforts to modify the lesson are only partially successful. Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.	When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. Teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.	In addition to the characteristics of "proficient": The teacher's adjustments to the lesson are designed to assist individual students. Teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.

Guiding Questions:

- Does the teacher accurately reflect on a lesson based on evidence?
- Does the teacher cite adjustments to practice, drawing on a repertoire of strategies?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effective-ness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effective-ness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement.	The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.	The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved.	In addition to the characteristics of "proficient": Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. Teacher's suggestions for improvement draw on an extensive repertoire.

Guiding Questions:

- Does the teacher develop routines and systems that track student completion of assignments?
- Does the teacher have systems of information regarding student progress against instructional outcomes?
- Does the teacher have processes for maintaining accurate non-instructional records (behavior, effort, parent communication, attendance)?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
There is no system for either instructional or non-instructional records. The record-keeping systems are in disarray so as to provide incorrect or confusing information.	The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.	The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non-instructional information is both efficient and effective.	In addition to the characteristics of "proficient": Students contribute to and maintain records indicating completed and overdue work assignments. Students both contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class.

Guiding Questions:

- Does the teacher send home frequent and culturally appropriate information regarding the instructional program and student progress?
- Does the teacher maintain two-way communication between the teacher and families?
- Does the teacher create opportunities for families to engage in the learning process?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Little or no information regarding the instructional program is available to parents. Families are unaware of their children's progress. Family engagement activities are lacking. Communication is culturally inappropriate.	School or district-created materials about the instructional program are sent home. Infrequent or incomplete information is sent home by teachers about the instructional program. Teacher maintains school-required grade book but does little else to inform families about student progress. Teacher communications are sometimes inappropriate to families' cultural norms.	Information about the instructional program is available on a regular basis. The teacher sends information about student progress home on a regular basis. Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.	In addition to the characteristics of "proficient": On a regular basis, students develop materials to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process.

Guiding Questions:

- Does the teacher regularly participate with colleagues to share and plan for student success?
- Does the teacher actively participate in the PLT (Professional Learning Team) process to inform instruction?
- Does the teacher regularly participate in professional development that emphasizes improving practice?
- Does the teacher regularly participate in school and district initiatives?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
The teacher's relationship with colleagues is characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and school district and community projects.	The teacher has pleasant relationship with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities, as well as school district and community projects.	The teacher has supportive and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school activities, as well as school district and community projects.	In addition to the characteristics of "proficient": The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and oversees events that positively affect school life. The teacher regularly contributes to and serves as head of significant school district and community projects.

Guiding Questions:

- Does the teacher participate in learning networks with colleagues; regular sharing of feedback?
- Does the teacher attempt to stay apprised of current strategies or initiatives to enhance professional practice? *(attend courses, workshops, academic reading, professional organizations, etc.)*

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or colleagues that are more experienced. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
The teacher is not involved in any activity that might enhance knowledge or skill. The teacher purposefully resists discussing performance with supervisors or colleagues. The teacher ignores invitations to join professional organizations or attend conferences.	The teacher participates in professional activities when they are required or when provided by the school district. The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to educational professional organizations.	The teacher seeks regular opportunities for continued professional development. The teacher welcomes colleagues and supervisors into the classroom for gaining insight from their feedback. The teacher actively participates in professional organizations designed to contribute to the profession.	In addition to the characteristics of "proficient": The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.

- **Guiding Questions:**
- Does the teacher have a reputation as someone who can be trusted?
- Does the teacher frequently remind participants during committee or planning work that students are the highest priority?
- Does the teacher support students, even in the face of difficult situations or conflicting policies?
- Does the teacher challenge existing practice in order to put students first?
- Does the teacher consistently fulfill school district mandates regarding policies and procedures?

Standard Descriptors:

Unsatisfactory - 1	Basic – 2	Proficient – 3	Exemplary - 4
Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those tradition-ally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Possible Evidence / Critical Attributes:

Unsatisfactory – 1	Basic – 2	Proficient -3	Exemplary - 4
Teacher is dishonest. Teacher does not notice the needs of students. The teacher engages in practices that are self-serving. The teacher willfully rejects school district regulations.	Teacher is honest. Teacher notices the needs of students but is inconsistent in addressing them. Teacher does not notice that some school practices result in poor conditions for students. Teacher makes decisions professionally, but on a limited basis. Teacher complies with school district regulations.	Teacher is honest and known for having high standards of integrity. Teacher actively addresses student needs. Teacher actively works to provide opportunities for student success. Teacher willingly participates in team and departmental decision-making. Teacher complies completely with school district regulations.	In addition to the characteristics of "proficient": Teacher is considered a leader in terms of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students. Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful. Teacher takes a leadership role in team and departmental decision-making. Teacher takes a leadership role regarding school district regulations.

Student Learning Goal Scoring Rubric:

Level 4 *(Highest)*	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 *(Lowest)*	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

Forms
Learning Specialist

North Central Education Service District
Pre-observation Form
Optional
Completed by the teacher and submitted to the principal at least 24 hours prior to the scheduled observation.

Name _____ School _____

Administrator _____ Grade Level/Curriculum _____

Time/Date of Pre-Conference _____ Time/Date of Observation _____

1. Briefly describe the students in this class including those with special needs. *(Domain 1 Standard 2)*

2. What are the content/literacy objectives for the lesson? What do you want the students to learn? *(Domain 1 Standard 1, Domain 1 Standard 3)*

3. Why are these content/literacy objectives suitable for this group of students? *(Domain 1 Standard 1, Domain 1 Standard 2, Domain 1 Standard 3, Domain 1 Standard 5, Domain 4 Standard 17)*

4. How do you plan to engage students in the content? What will you do? What will the students do? *(Domain 1 Standard5, Domain 3 Standard 14)*

5. What difficulties do students typically experience in this area and how do you plan to anticipate these difficulties? *(Domain 1 Standard 1, Domain 1 Standard 2, Domain 3 Standard 16)*

6. What instructional materials or other resources, if any, will you use? If possible, attach sample materials you will be using in the lesson. *(Domain 1 Standard 1, Domain 1 Standard 2, Domain 1 Standard 4)*

7. How do you plan to assess student attainment of the learning targets/literacy objectives, and how will you utilize the results? *(Domain 1 Standard 6, Domain 3 Standard15, Domain 5)*

North Central Education Service District
Reflection Sheet (Formative Observation)

Completed by the teacher and brought to the post conference

Name _____ School _____

Administrator _____ Grade Level/Curriculum _____

Date of Post Observation Conference _____ Time/Date of Observation _____

1. Did the students learn what you intended for them to learn? How do you know? *(Domain 1 Standard 3, Domain 1 Standard 5, Domain 1 Standard 6)*

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? *(Domain 1 Standard 3, Domain 2 Standard 7, Domain 3 Standard 12)*

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? *(Domain 2 Standard 9, Domain 2 Standard 10, Domain 2 Standard 11)*

4. Reflect and comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, resources, etc.) To what extent were they effective? *(Domain 1, Domain 2, Domain 3, Domain 4 Standard 17)*

5. If you had the chance to teach this lesson again, to the same group of students, what would you do differently? (Think in terms of from planning to execution.) *(Domain 4 Standard 17)*

North Central Education Service District
Self-Assessment Form – To Guide Professional Growth Goals - Due October 15th

Teacher Name: _____ **School: _____**

Assignment: _____ **Date: _____**

Domain I: Planning & Preparation

Standard 1a: Planning & Preparation
• Does the teacher have lesson and unit plans that reflect important concepts in discipline?
• Does the teacher differentiate instruction to make content accessible for all students?
• Does the teacher use clear and accurate classroom explanations?
• Does the teacher have accurate answers to student questions?
• Does the teacher give feedback to students to further their learning?
• Does the teacher use interdisciplinary connections in plans and practice?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 1b: Demonstrating Knowledge of Students
• Is there formal and informal information about students gathered by teacher for use in planning instruction?
• Are student interests and needs learned and used by teacher in planning?
• Does the teacher have knowledge of student life outside of school?
• Does the teacher design opportunities for students to share heritage
• Does the teacher use school and district resources to support and advocate for student needs?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 1c: Setting Instructional Outcomes
• Does the teacher provide instruction that challenges all students at an appropriate cognitive Level?
• Does the teacher use learning targets as the focus for instruction?
• Does the teacher use interdisciplinary connections in plans and practice?
• Does the teacher use assessment to inform instruction?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 1d: Demonstrating Knowledge of Resources
• Does the teacher use district-provided materials?
• Does the teacher use a variety of resources to supplement instruction (internet, multi-media guest speakers, range of texts)?
• Does the teacher utilize professional development to improve professional practice?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 1e: Designing Coherent Instruction
• Does the teacher use lessons that support instructional outcomes and reflect important concepts?
• Does the teacher create activities that represent high level thinking?
• Does the teacher make connections to prior learning?
• Does the teacher differentiate through student choice, utilizing varied resources, and flexible earning groups?
• Does the teacher differentiate through student choice, utilizing varied resources, and flexible learning groups
• Does the teacher develop and deliver appropriate instruction that takes into account the individual learner (strengths, interests, and needs)?
• Does the teacher develop structured lesson plans?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 1f: Designing Student Assessments
• Does the teacher's instruction match the standards and assessments used?
• Does the teacher use assessment to inform instruction?
• Does the teacher use a variety of performance opportunities for students?
• Does the teacher use modified assessments available for individual students as needed?
• Does the teacher have expectations clearly written, with descriptors for each level of performance?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Domain II: Classroom Environment

Standard 2a: Creating an Environment of Respect and Rapport
• Does the teacher facilitate respectful talk and behaviors?
• Are the teacher and students actively engaged within the learning environment?
• Does the teacher exhibit awareness and respect for students' background and life outside the classroom?
• Does the teacher move around the room and have appropriate proximity to students?
• Does the teacher encourage students?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 2b: Establishing a Culture for Learning
• Does the teacher have high expectations, supported through both verbal and nonverbal behaviors?
• Does the teacher facilitate respectful talk and behaviors?
• Does the teacher exhibit awareness and respect for students' background and life outside the classroom?
• Does the teacher move around the room and have appropriate proximity to students?
• Does the teacher encourage students?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 2c: Managing Classroom Procedures
• Does the teacher ensure that there is smooth functioning of all routines?
• Does the teacher maintain little or no loss of instructional time?
• Does the teacher recognize students playing an important role in carrying out the routines?
• Does the teacher design and implement routines that support transition and instruction?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 2d: Managing Student Behavior
• Does the teacher have clear, posted standards of conduct that are referred to regularly?
• Does the teacher foster positive relationships and address concerning behavior appropriately?
• Is teacher aware of student conduct?
• Does the teacher reinforce positive behavior?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 2e: Organizing Physical Space
• Does the teacher provide a pleasant, inviting atmosphere?
• Does the teacher ensure a safe environment?
• Does the teacher maintain accessibility for all students?
• Is the teacher's furniture arrangement suitable for the learning activities?
• Does the teacher effectively use physical resources, including computer technology, by both teacher and students?

Domain III: Instruction

Standard 3a: Designing Coherent Instruction
• Does the teacher use lessons that support instructional outcomes and reflect important concepts?
• Does the teacher create activities that represent high level thinking?
• Does the teacher make connections to prior learning?
• Does the teacher differentiate through student choice, utilizing varied resources, and flexible earning groups?
• Does the teacher differentiate through student choice, utilizing varied resources, and flexible learning groups
• Does the teacher develop and deliver appropriate instruction that takes into account the individual learner (strengths, interests, and needs)?
• Does the teacher develop structured lesson plans?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 3b: Questioning and Discussion Techniques
• Does the teacher use questions of high cognitive challenge, formulated by both students and teacher?
• Does the teacher use questions with multiple correct answers, or multiple approaches even when there is a single correct response?
• Does the teacher make effective use of student responses and ideas?
• Does the teacher use discussion in which the teacher steps out of the central, mediating role?
• Does the teacher facilitate high levels of student participation in discussion?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 3c: Engaging Students in Learning
• Do the teacher's activities align with the goals of the lesson?
• Does the teacher create enthusiasm, interest, thinking, problem-solving, etc?
• Does the teacher design learning tasks that require high-level student thinking and are aligned with lesson objectives?
• Does the teacher keep students highly motivated to work on all tasks and persistent even when the tasks are challenging?
• Does the teacher facilitate students actively "working" rather than watching while their teacher "works?" (Gradual release of responsibility: I do, We do, You do)
• Does the teacher keep suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 3d: Using Assessment in Instruction
• Does the teacher pay close attention to evidence of student understanding?
• Does the teacher pose specifically created questions to elicit evidence of student understanding?
• Does the teacher circulate to monitor student learning and to offer feedback?
• Does the teacher encourage students to assess their own work against established criteria?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 3e: Demonstrating Flexibility and Responsiveness
• Does the teacher incorporate student interests and events of the day into a lesson?
• Does the teacher make adjustments in the face of students' lack of understanding?
• Does the teacher encourage students to assess their own work against established criteria?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Domain IV: Professional Responsibilities

Standard 4a: Reflecting on Teaching
• Does the teacher accurately reflect on a lesson based on evidence?
• Does the teacher cite adjustments to practice, drawing on a repertoire of strategies?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 4b: Maintaining Accurate Records
• Does the teacher develop routines and systems that track student completion of assignments?
• Does the teacher have systems of information regarding student progress against instructional outcomes?
• Does the teacher have processes for maintaining accurate non-instructional records (behavior, effort, parent communication, attendance)?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 4c: Communicating with Families
• Does the teacher send home frequent and culturally appropriate information regarding the instructional program and student progress?
• Does the teacher maintain two-way communication between the teacher and families?
• Does the teacher create opportunities for families to engage in the learning process?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 4d: Participating in a Professional Community
• Does the teacher regularly participate with colleagues to share and plan for student success?
• Does the teacher actively participate in the PLT (Professional Learning Team) process to inform instruction?
• Does the teacher regularly participate in professional development that emphasizes improving practice?
Does the teacher regularly participate in school and district initiatives?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 4e: Growing and Developing Professionally
• Does the teacher participate in learning networks with colleagues; regular sharing of feedback?
• Does the teacher attempt to stay apprised of current strategies or initiatives to enhance professional practice? (attend courses, workshops, academic reading, professional organizations, etc.)

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 4f: Showing Professionalism
• Does the teacher have a reputation as someone who can be trusted?
• Does the teacher frequently remind participants during committee or planning work that students are the highest priority?
• Does the teacher support students, even in the face of difficult situations or conflicting policies?
• Does the teacher challenge existing practice in order to put students first?
• Does the teacher consistently fulfill school district mandates regarding policies and procedures?

Self- Assessment Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Comments:

North Central Education Service District
Formative Assessment - Due February 15th

Teacher Name: _____ Academic Year: _____ Date: _____

Employment Status: _____ Assignment: _____ Supervisor: _____

Domain I: Planning & Preparation

Domain 1a: Planning & Preparation
• Does the teacher have lesson and unit plans that reflect important concepts in discipline?
• Does the teacher differentiate instruction to make content accessible for all students?
• Does the teacher use clear and accurate classroom explanations?
• Does the teacher have accurate answers to student questions?
• Does the teacher give feedback to students to further their learning?
• Does the teacher use interdisciplinary connections in plans and practice?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 1b: Demonstrating Knowledge of Students
• Is there formal and informal information about students gathered by teacher for use in planning instruction?
• Are student interests and needs learned and used by teacher in planning?
• Does the teacher have knowledge of student life outside of school?
• Does the teacher design opportunities for students to share heritage
• Does the teacher use school and district resources to support and advocate for student needs?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 1c: Setting Instructional Outcomes
• Does the teacher provide instruction that challenges all students at an appropriate cognitive Level?
• Does the teacher use learning targets as the focus for instruction?
• Does the teacher use interdisciplinary connections in plans and practice?
• Does the teacher use assessment to inform instruction?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 1d: Demonstrating Knowledge of Resources
• Does the teacher use district-provided materials?
• Does the teacher use a variety of resources to supplement instruction (internet, multi-media guest speakers, range of texts)?
• Does the teacher utilize professional development to improve professional practice?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 1e: Designing Coherent Instruction
• Does the teacher use lessons that support instructional outcomes and reflect important concepts?
• Does the teacher create activities that represent high level thinking?
• Does the teacher make connections to prior learning?
• Does the teacher differentiate through student choice, utilizing varied resources, and flexible earning groups?
• Does the teacher differentiate through student choice, utilizing varied resources, and flexible learning groups
• Does the teacher develop and deliver appropriate instruction that takes into account the individual learner (strengths, interests, and needs)?
• Does the teacher develop structured lesson plans?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 1f: Designing Student Assessments
• Does the teacher's instruction match the standards and assessments used?
• Does the teacher use assessment to inform instruction?
• Does the teacher use a variety of performance opportunities for students?
• Does the teacher use modified assessments available for individual students as needed?
• Does the teacher have expectations clearly written, with descriptors for each level of performance?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Domain I: Planning & Preparation Comments

Domain II: Classroom Environment

Standard 2a: Creating an Environment of Respect and Rapport
• Does the teacher facilitate respectful talk and behaviors?
• Are the teacher and students actively engaged within the learning environment?
• Does the teacher exhibit awareness and respect for students' background and life outside the classroom?
• Does the teacher move around the room and have appropriate proximity to students?
• Does the teacher encourage students?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 2b: Establishing a Culture for Learning
• Does the teacher have high expectations, supported through both verbal and nonverbal behaviors?
• Does the teacher facilitate respectful talk and behaviors?
• Does the teacher exhibit awareness and respect for students' background and life outside the classroom?
• Does the teacher move around the room and have appropriate proximity to students?
• Does the teacher encourage students?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 2c: Managing Classroom Procedures
• Does the teacher ensure that there is smooth functioning of all routines?
• Does the teacher maintain little or no loss of instructional time?
• Does the teacher recognize students playing an important role in carrying out the routines?
• Does the teacher design and implement routines that support transition and instruction?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 2d: Managing Student Behavior
• Does the teacher have clear, posted standards of conduct that are referred to regularly?
• Does the teacher foster positive relationships and address concerning behavior appropriately?
• Is teacher aware of student conduct?
• Does the teacher reinforce positive behavior?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 2e: Organizing Physical Space
• Does the teacher provide a pleasant, inviting atmosphere?
• Does the teacher ensure a safe environment?
• Does the teacher maintain accessibility for all students?
• Is the teacher's furniture arrangement suitable for the learning activities?
• Does the teacher effectively use physical resources, including computer technology, by both teacher and students?

Domain II: Classroom Environment Comments

Domain III: Instruction

Standard 3a: Designing Coherent Instruction
• Does the teacher use lessons that support instructional outcomes and reflect important concepts?
• Does the teacher create activities that represent high level thinking?
• Does the teacher make connections to prior learning?
• Does the teacher differentiate through student choice, utilizing varied resources, and flexible earning groups?
• Does the teacher differentiate through student choice, utilizing varied resources, and flexible learning groups
• Does the teacher develop and deliver appropriate instruction that takes into account the individual learner (strengths, interests, and needs)?
• Does the teacher develop structured lesson plans?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 3b: Questioning and Discussion Techniques
• Does the teacher use questions of high cognitive challenge, formulated by both students and teacher?
• Does the teacher use questions with multiple correct answers, or multiple approaches even when there is a single correct response?
• Does the teacher make effective use of student responses and ideas?
• Does the teacher use discussion in which the teacher steps out of the central, mediating role?
• Does the teacher facilitate high levels of student participation in discussion?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 3c: Engaging Students in Learning
• Do the teacher's activities align with the goals of the lesson?
• Does the teacher create enthusiasm, interest, thinking, problem-solving, etc?
• Does the teacher design learning tasks that require high-level student thinking and are aligned with lesson objectives?
• Does the teacher keep students highly motivated to work on all tasks and persistent even when the tasks are challenging?
• Does the teacher facilitate students actively "working" rather than watching while their teacher "works?" (Gradual release of responsibility: I do, We do, You do)
• Does the teacher keep suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 3d: Using Assessment in Instruction
• Does the teacher pay close attention to evidence of student understanding?
• Does the teacher pose specifically created questions to elicit evidence of student understanding?
• Does the teacher circulate to monitor student learning and to offer feedback?
• Does the teacher encourage students to assess their own work against established criteria?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 3e: Demonstrating Flexibility and Responsiveness
• Does the teacher incorporate student interests and events of the day into a lesson?
• Does the teacher make adjustments in the face of students' lack of understanding?
• Does the teacher encourage students to assess their own work against established criteria?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Domain III: Instruction Comments

Domain IV: Professional Responsibilities

Standard 4a: Reflecting on Teaching
• Does the teacher accurately reflect on a lesson based on evidence?
• Does the teacher cite adjustments to practice, drawing on a repertoire of strategies?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 4b: Maintaining Accurate Records
• Does the teacher develop routines and systems that track student completion of assignments?
• Does the teacher have systems of information regarding student progress against instructional outcomes?
• Does the teacher have processes for maintaining accurate non-instructional records (behavior, effort, parent communication, attendance)?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 4c: Communicating with Families
• Does the teacher send home frequent and culturally appropriate information regarding the instructional program and student progress?
• Does the teacher maintain two-way communication between the teacher and families?
• Does the teacher create opportunities for families to engage in the learning process?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 4d: Participating in a Professional Community
• Does the teacher regularly participate with colleagues to share and plan for student success?
• Does the teacher actively participate in the PLT (Professional Learning Team) process to inform instruction?
• Does the teacher regularly participate in professional development that emphasizes improving practice?
Does the teacher regularly participate in school and district initiatives?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 4e: Growing and Developing Professionally
• Does the teacher participate in learning networks with colleagues; regular sharing of feedback?
• Does the teacher attempt to stay apprised of current strategies or initiatives to enhance professional practice? (attend courses, workshops, academic reading, professional organizations, etc.)

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Standard 4f: Showing Professionalism
• Does the teacher have a reputation as someone who can be trusted?
• Does the teacher frequently remind participants during committee or planning work that students are the highest priority?
• Does the teacher support students, even in the face of difficult situations or conflicting policies?
• Does the teacher challenge existing practice in order to put students first?
• Does the teacher consistently fulfill school district mandates regarding policies and procedures?

Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Domain IV: Professional Responsibilities Comments:

_____ _____ _____

Teacher **Supervisor** **Date**

THIS MID-YEAR FORMATIVE ASSESSMENT HAS BEEN DISCUSSED BETWEEN TEACHER AND SUPRVIOR

North Central Education Service District
Summative Assessment - Due June 15th

Teacher Name: _____ **Academic Year: _____** **Date: _____**

Employment Status: _____ **Assignment: _____** **Supervisor: _____**

The following definitions are used as a guide to evaluate a teacher's performance. **Unsatisfactory (U)**: The performance is unacceptable and must improve significantly. **Basic (B)**: The performance is satisfactory, but there are specific areas that can be improved. **Proficient (P)**: The performance is strong, and there are minimal weaknesses. **Exemplary (E)**: The teacher's skills in this content area are in the top 10% of their field and serve as a model and example to other teachers and administrators. There must be significant evidence for a teacher to be ranked Exemplary on a teaching standard.

Domain I: Planning & Preparation	**U/1**	**B/2**	**P/3**	**E/4**	**NA**
Standard 1a: Knowledge of Content and Pedagogy					
Standard 1b: Demonstrating Knowledge of Students					
Standard 1c: Setting Instructional Outcomes					
Standard 1d: Demonstrating Knowledge of Resources					
Standard 1e: Designing Coherent Instruction					
Standard 1f: Designing Student Assessments					
Comments:					

Domain II: Classroom Environment	**U/1**	**B/2**	**P/3**	**E/4**	**NA**
Standard 2a: Creating an Environment of Respect and Rapport					
Standard 2b: Establishing a Culture for Learning					
Standard 2c: Managing Classroom Procedures					
Standard 2d: Managing Student Behavior					
Standard 2e: Organizing Physical Space					
Comments:					

Domain III: Instruction	**U/1**	**B/2**	**P/3**	**E/4**	**NA**
Standard 3a: Communicating with Students					
Standard 3b: Questioning and Discussion Techniques					
Standard 3c: Engaging Students in Learning					
Standard 3d: Using Assessment in Instruction					
Standard 3e: Demonstrating Flexibility and Responsiveness					
Comments:					

Domain IV: Professional Responsibilities	U/1	B/2	P/3	E/4	NA
Standard 4a: Reflecting on Teaching					
Standard 4b: Maintaining Accurate Records					
Standard 4c: Communicating with Families					
Standard 4d: Participating in a Professional Community					
Standard 21: Growing and Developing Professionally					
Standard 22: Showing Professionalism					
Comments:					

Composite Score

Average of all 22 standards = Y axis of Oregon Matrix	Score

Overall Rating Based on ODE and the Oregon Matrix	Value for Current Year	Two Year Average/ Total Value *(applies only to continuing contract licensed employees)*

Recommendation:

Contract Extension - Continuing Contract Teacher	
Contract Non Extension - Continuing Contract Teacher	
Probationary Contract Renewal	
Probationary Contract Non-Renewal	
Temporary – Not Renewed Based on Status	

_____ _____

Teacher **Date**

_____ _____

Supervisor **Date**

This Formative Evaluation has been discussed with the supervisor.

___ Yes, I wish to add a comment or response to my Summative Assessment.

North Central Education Service District
SLG Goal Assessment for Off-Cycle Teachers – Part I (Teacher) Due May 15th – Part II (Admin) Due June 15th

Student Learning Goal #1

Goal:

Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Feedback:

Student Learning Goal #2

Goal:

Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Feedback:

Overall Score:

SLG Scoring Rubric

Student Learning	Indicators
Level 4 *(Highest)*	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 *(Lowest)*	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

North Central Education Service District
Student Learning Goals 1&2 – Due Before October 30th

Teacher Name: _____ **Academic Year: _____** **Date: _____**

Employment Status: _____ **Assignment: _____** **Supervisor: _____**

Student Learning Goal I

Content Standards/Skills
This goal should be based on the relevant content and skills students should know (or be able to do) at the end of the course/class. The goal should be a clear statement of a specific area of focus (Grade, Subject, and Standards. (NOTE)The goals should be specific based on state or national standards.

Assessments
This area describes how "student learning" and "growth" will be measured. In Oregon, two categories of assessments are used for SLG goals (see page 18 of Evaluation Handbook). Assessments must be aligned to state or national standards and meet state criteria.

Context/Students
Description of the demographics and learning needs of all students in the class or course. This should include relevant information that could include, but is not limited to: the number of students and their gender, race/ethnicity, socioeconomic status, and any students with diverse learning needs (e.g., EL, IEP, 504 plans). For those educators who do not meet with students on a regular basis, including contact time (e.g., one 50-minute period per day, two 90 minute blocks per week, etc.) provides additional context for the goals developed by the educator. The context will affect the development of your tiered targets and instructional strategies

Baseline Data

What are the learning needs of my students? - Attach supporting data. Provides information about the students' current performance at the start of course/class. It is generally the most recent data available and can include the prior year's assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-test, or other evidence of students' learning. Determine students' strengths and areas of weaknesses that inform the goal. Data is attached to the goal template.

Student Growth Goal Statement (Targets)

Please write in SMART Goal Format. Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable. The target should be tiered for specific students in the class/course to allow all students to demonstrate growth.

Rationale

Provides a detailed description of the reasons for selecting this specific area for a goal. Includes a discussion of baseline data as well as current practice within the school and/or classroom. The rationale must also include language for the importance of the selected content/standards. Includes a rationale for the expected growth and how the target is appropriate and rigorous for students.

Strategies for Improvement

Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress.

Professional Learning and Support

Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals. Self-reflection and identification of professional learning needs can help focus efforts to provide meaningful professional learning opportunities to educators.

Teacher's Signature: _____ **Administrator's Signature:** _____

Date: _____ **Date:** _____

North Central Education Service District
Student Learning Goals 1&2 – Due on or before October 30th

Teacher Name: _____ **Academic Year: _____** **Date: _____**

Employment Status: _____ **Assignment: _____** **Supervisor: _____**

Student Learning Goal 2

Content Standards/Skills
This goal should be based on the relevant content and skills students should know (or be able to do) at the end of the course/class. The goal should be a clear statement of a specific area of focus (Grade, Subject, and Standards. (NOTE)The goals should be specific based on state or national standards.

Assessments
This area describes how "student learning" and "growth" will be measured. In Oregon, two categories of assessments are used for SLG goals (see page 18 of Evaluation Handbook). Assessments must be aligned to state or national standards and meet state criteria.

Context/Students
Description of the demographics and learning needs of all students in the class or course. This should include relevant information that could include, but is not limited to: the number of students and their gender, race/ethnicity, socioeconomic status, and any students with diverse learning needs (e.g., EL, IEP, 504 plans). For those educators who do not meet with students on a regular basis, including contact time (e.g., one 50-minute period per day, two 90 minute blocks per week, etc.) provides additional context for the goals developed by the educator. The context will affect the development of your tiered targets and instructional strategies

Baseline Data

What are the learning needs of my students? - Attach supporting data. Provides information about the students' current performance at the start of course/class. It is generally the most recent data available and can include the prior year's assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-test, or other evidence of students' learning. Determine students' strengths and areas of weaknesses that inform the goal. Data is attached to the goal template.

Student Growth Goal Statement (Targets)

Please write in SMART Goal Format. Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable. The target should be tiered for specific students in the class/course to allow all students to demonstrate growth.

Rationale

Provides a detailed description of the reasons for selecting this specific area for a goal. Includes a discussion of baseline data as well as current practice within the school and/or classroom. The rationale must also include language for the importance of the selected content/standards. Includes a rationale for the expected growth and how the target is appropriate and rigorous for students.

Strategies for Improvement

Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress.

Professional Learning and Support

Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals. Self-reflection and identification of professional learning needs can help focus efforts to provide meaningful professional learning opportunities to educators.

Teacher's Signature: _____ **Administrator's Signature:** _____

Date: _____ **Date:** _____

PROFESSIONAL GROWTH GOAL				
Goal Setting Conference – Before October 30th	**Professional Growth Goal** What do I want to change about my instruction that will effectively impact student learning? What personal learning is necessary to make that change? What are my measures of success?			
	Teacher Signature:	Date:	Administrator Signature:	Date:

Mid-Year Review - Before Feb. 15	**Collaborative Mid-Year Data Review** What progress has been made? Attach supporting data.			
	Strategy Modification What adjustments need to be made to my strategies?			
	Implications for Professional Growth Has my professional growth to date been relative? How has my professional growth impacted student learning? Have my professional growth needs changed? If so, how?			
	Teacher Signature:	Date:	Administrator Signature:	Date:

Evaluation Conference – June 1st	**End-of-Year Data** What does the end of the year data show? Attach data.			
	Reflection on Results Overall, what worked, or what should be refined?			
	Professional Growth Reflection How can I use the results to support my future professional growth?			
	Teacher Signature:	Date:	Administrator Signature:	Date:

North Central Education Service District

Appendix B
Speech Language Pathologist

North Central Education Service District – SLP Performance Standards (Y Axis on Oregon Matrix)

Domain I: Identification and Referral Process
Standard 1: Referral Process
Standard 2: Assessment
Standard 3: Documenting and Evaluation
Domain II: Preparation and Planning
Standard 4: Communication
Standard 5: Goal Development
Standard 6: Materials
Domain III: Delivery of Service
Standard 7: Intervention
Standard 8: Knowledge of Student Need
Standard 9: Flexibility/Responsiveness
Standard 10: Student Interactions
Standard 11: Reflection
Domain IV: Management
Standard 12: Service Delivery
Standard 13: Caseload
Domain V: Professional Responsibilities
Standard 14: Professionalism
Standard 15: Collaboration
Standard 16: Self-Improvement
Standard 17: Rules, Regulations, Laws, and Ethical Standards
Standard 18: Supervision

Guiding Questions:

- Is the screening relevant to the needs of the student?
- Is the referral being conducted in a timely manner?
- Are the referral results conveyed to the team/teacher?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
SLP fails to respond to referrals or completes hasty screenings of student needs.	SLP responds to referrals when pressed and completes adequate screenings of students.	SLP responds to referrals and completes thorough screenings of student needs.	SLP is proactive in responding to referrals and completes highly competent screenings of student needs.

Possible evidence to look for:

- Procedures for referrals and screening results are clear and communicated to staff and key stakeholders.
- RTI and EBISS documentation.

Guiding Questions:

- Does the SLP use a variety of testing materials?
- What kind of assessment data does the SLP use to inform decision making?
- Does the SLP observe in multiple settings?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
SLP administers inappropriate assessments to evaluate students' strengths and needs. Does not interpret results accurately.	SLP uses and interprets limited assessments to evaluate students' strengths and needs.	SLP uses and interprets a variety of non-discriminatory standardized assessments to evaluate students' strengths and needs.	SLP uses and interprets a variety of non-discriminatory standardized and non-standardized assessments and observes in multiple contexts to evaluate SLP uses and interprets a variety of non- discriminatory standardized assessments to evaluate students' strengths and needs.

Possible evidence to look for:

- The SLP selects current, culturally sensitive, and evidence-based assessment techniques and tools relevant to the identified referral questions.
- The SLP obtains information about student's strengths and needs from a variety of sources.
- The SLP observes student within multiple contexts of performance.
- Assessments are performed, scored, and interpreted with accuracy.

Guiding Questions:

- Are the evaluation reports clearly written and understandable?
- Is the evaluation information presented to key stakeholders in a way that is clear and tied to educational performance?
- Is the SLP able to answer questions presented by key stakeholders?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Evaluation results show minimal understanding of student's needs. Inadequate information is provided to assist with planning program and determining eligibility.	Evaluation results show adequate understanding of student's needs. Limited information is provided to assist with planning program and determining eligibility.	Evaluation results show a clear understanding of student's unique needs. Pertinent information, including general recommendations, is provided to assist with planning program and determining eligibility.	Evaluation results are comprehensive, well written, and show a clear understanding of student's unique needs. Pertinent information, including specific recommendations that are relevant to evaluation findings, is provided to assist with planning program and determining eligibility.

Possible evidence to look for:

- The SLP analyzes and interpret information gained through assessment and state guidelines to determine student eligibilities.
- The SLP integrates results of assessments and develops recommendations.
- The SLP provides clear, concise written documentation to include relevant history and overall levels of communicative functioning.
- The SLPR effectively communicates how disability adversely affects students' educational performance.
- Content is clearly written and understandable.
- District and Federal time requirements are met.

Guiding Questions

- Does SLP collaborate with parents, school personnel, and key stakeholders when developing programs and services for student?
- Does the SLP meet and/or communicate regularly with colleagues regarding students' needs?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
SLP rarely engages in communication with parents, school personnel, and key stakeholders. SLP rarely uses information to plan programs and services for students.	SLP engages in some communication with parents, school personnel, and key stakeholders. SLP uses some information to plan programs and services for students.	SLP engages in routine and effective communication with parents, school personnel, and key stakeholders. SLP uses pertinent information to plan programs and services for students.	SLP engages in routine and exemplary communication with parents, school personnel, and key stakeholders. SL0P uses and shares pertinent information to plan programs and services for students.

Possible evidence to look for:

- The SLP is receptive to input from colleagues.
- The SLP encourages colleagues to share professional ideas, thoughts, and comments regarding students' educational needs.
- The SLP maintains documentation of communication with parents, school personnel, and key stakeholders.

Guiding Questions

- Is the SLP familiar with the Oregon Common Core State Standards and how they influence speech-language goal development?
- Is the speech-language IEP goal(s) clear and measureable and based on current and relevant data?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
SLP develops non-measurable goals that are not aligned with developmental norms and Oregon Common Core State Standards.	SLP rarely develops measurable goals. Developed goals are based on limited information and are sometimes aligned with developmental norms and Oregon Common Core State Standards.	SLP develops measureable goals based on assessment results that are aligned with developmental norms and Oregon Common Core State Standards.	SLP develops clear and measureable goals based on a variety of assessment results and input from the IEP team that are aligned with developmental norms and Oregon Common Core State Standards.

Possible evidence to look for:

- The SLP is familiar with students' IEP goals and they are readily available.
- The SLP draws from Common Core State Standards when writing IEP goals.
- The SLP uses a variety of formal and informal assessment results when developing goals.

Guiding Questions

- Does the SLP use a variety of materials to meet the needs of the students?
- Does the SLP connect materials to the learning objectives of the session?
- Does the SLP use developmentally appropriate materials?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
SLP uses limited materials that are not connected or relevant to the students' individual communication goal(s)/need(s).	SLP selects materials that are somewhat relevant and developmentally appropriate for the students' individual communication goal(s)/need(s).	SLP selects, organizes, and adapts relevant and developmentally appropriate materials for the students' individual communication goal(s)/need(s).	SLP selects, organizes, creates and adapts innovative and developmentally appropriate materials for the students' individual communication goal(s)/need(s). SLP shares materials with colleagues.

Possible evidence to look for:

- The SLP selects/develops unique materials to meet their students' needs.
- The SLP adapts/uses classroom curriculum.
- The SLP shares materials with colleagues.
- The SLP is able to modify materials during therapy sessions, as needed.

Guiding Questions

- Does the SLP implement evidence-based interventions when supporting student goals and objectives?
- Does the SLP use a variety of tools and strategies to engage and motivate students?
- Does the SLP provide timely feedback/reinforcement?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
SLP rarely implements evidence-based interventions and does not provide feedback and reinforcement to students.	SLP occasionally implements evidence- based interventions and provides inconsistent feedback and reinforcement to students.	SLP implements evidence-based interventions and provides some feedback and reinforcement to students.	SLP systematically implements evidence- based interventions to foster communicative competence and provides consistent feedback and reinforcement to students.

Possible evidence to look for:

- The SLP selects/develops unique materials to meet their students' needs.
- The SLP can describe best practices when it comes to instruction and research.
- The SLP promotes generalization of therapeutic interventions.
- The SLP implements the service delivery model most appropriate to the student's communication challenges and needs.
- The SLP expresses feedback clearly and respectfully.
- The therapy activities are appropriate for the student's age, grade, and cognitive level as well as interest and aptitudes.

Guiding Questions

- Does the SLP understand the educational needs of his/her student?
- Is the SLP familiar with the students' IEP goals?
- Does the SLP collaborate with school personnel to determine student needs and how to address them?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
SLP displays minimal understanding of how disabilities impact students' attitudes, behaviors and educational performances. Does not differentiate instruction.	SLP displays general understanding of how disabilities impact students' attitudes, behaviors and educational performances. Occasionally utilizes this knowledge to differentiate instruction.	SLP displays solid understanding of how disabilities impact students' attitudes, behaviors and educational performances. Utilizes this knowledge to differentiate instruction.	SLP displays robust understanding of how disabilities impact students' attitudes, behaviors and performances. Utilizes this knowledge to create meaningful and realistic opportunities and to differentiate instruction.

Possible evidence to look for:

- The SLP orchestrates Exemplary strategies, materials, and groupings to involve and motivate students.
- Students are actively engaged in learning.
- The SLP capitalizes on teachable moments.
- The SLP is effectively able to communicate learning goals and objectives to students.
- The planned instruction is relevant to student learning styles and needs and to cultural differences.

Guiding Questions

- Does the SLP modify therapeutic instruction based on data gathered during therapy?
- Does the SLP use a variety of scaffolding techniques?
- Does the SLP use frequent assessment techniques to monitor and adjust their instruction in a timely manner?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
SLP adhere to the plan or program in spite of evidence of its inadequacy.	SLP considers changes in treatment when confronted with evidence of the need for change.	SLP makes revisions in treatment when confronted with evidence of the need for change.	SLP is continually seeking ways to improve treatment and makes changes as appropriate in response to student, parent, and/or teacher input.

Possible evidence to look for:

- Students are actively engaged in learning.
- Students understand and learn what is delivered.
- A variety of formative and summative assessments are in use.
- The SLP capitalizes on teachable moments.
- The SLP helps colleagues adapt and differentiate instruction for students.

Guiding Questions

- Do students feel safe, respected and valued?
- How does the SLP respond to students' treatment of each other in the therapy environment?
- Does the SLP make connections with students?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
SLP is sometimes unfair and disrespectful to the group; plays favorites. Is not respected by students and the learning environment is frequently chaotic.	SLP is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the learning environment.	SLP is fair and respectful toward students and builds positive relationships. Builds a culture of respect within the learning environment.	SLP shows warmth, caring, respect, and fairness for all students and builds strong relationships. Earns students' respect and creates a climate in which disruption of learning is extremely rare and handled promptly and effectively.

Possible evidence to look for:

- The SLP communicates with students in a respectful and positive manner in all situations.
- The SLP models effective communication, empathy and respect.
- The SLP's non-verbal cues match what he/she is assaying to the student.
- The SLP is poised and dynamic and promptly addresses virtually all discipline problems.
- Students are respectfully engaged in learning and activities?

Guiding Questions

- Does the SLP take time to reflect on a lesson?
- Does the SLP modify therapy based upon reflective analysis?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
SLP does not reflect on practice, or the reflections are inaccurate or self-serving.	SLP's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	SLP's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. SLP makes some specific suggestions as to how the therapy program might be improved.	SLP's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. SLP draws on an extensive repertoire including input from colleagues to identify alternative strategies.

Possible evidence to look for:

- When appropriate, SLP utilizes student feedback.
- The SLP is constantly pursuing professional growth opportunities and applies what he/she learns.
- The SLP can describe best practices when it comes to instruction and research.
- The SLP reviews speech, language, and hearing literature and makes use of new information during therapy.
- The SLP works with colleagues to reflect on what worked and what didn't and continuously improves instruction.

Guiding Questions

- Does the SLP maximize the use of time and resources?
- Is the SLP able to effectively schedule within the educational setting?
- Does the SLP meet the SDI time as designated on IEP for students on their caseload?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
SLP does not vary service delivery model to meet student needs.	SLP uses limited service delivery models to meet student needs.	SLP uses a variety of strategies that provide efficient service delivery models to meet student needs.	SLP uses a variety of creative strategies that provide efficient service delivery models to meet student needs.

Possible evidence to look for:

- The SLP collaborates with teachers and staff to determine what is best for students.
- The SLP applies creative strategies within the framework of the educational setting.

- Does the SLP serve students regularly and consistently?
- Does the SLP participate in intervention team meetings?
- Is the SLP able to manage a diverse caseload?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
SLP inefficiently manages caseload and inconsistently serves students.	SLP maintains caseload while limiting service delivery to only students who have Communication Disorder eligibility.	SLP continually makes decisions on eligibility while serving a variety of special education students with speech/language services on their IEP.	SLP continually makes decisions on eligibility, including dismissal. Provides prompt and consistent intervention to special education students. Supports general education initiatives that focus on achievement for all students.

Possible evidence to look for:

- The SLP continually evaluates caseload.
- The SLP collaborates with staff to determine needs across educational settings.
- The SLP serves on teams that promote the use of data-driven instruction, evidence-based practices and the use of problem solving models.

Guiding Questions

- Does the SLP respond professionally to all constituents: parents, students, colleagues, supervisors and the community?
- What kind of recordkeeping and documentation system does the SLP use to keep track of communication with all stakeholders? How effective is that system?
- Does the reliably perform required duties as assigned?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
SLP frequently acts and/or presents self in an unprofessional manner and violates boundaries.	SLP occasionally acts and/or present self in an unprofessional manner and disrespects boundaries.	SLP demonstrates professional demeanor/behavior and maintains appropriate boundaries.	SLP presents self as a consummate professional and always observes appropriate boundaries.

Possible evidence to look for:

- The SLP communicates in a professional, respectful and positive manner to district/building personnel.
- The SLP's recordkeeping system is clear, organized, up-to-date, and easy to understand.
- The SLP can be counted on to complete all required duties, reports and paperwork in a timely manner (e.g., attendance, email, etc.).
- The SLP resolves concerns and problems in an appropriate and timely manner.
- Professionalism may include regular attendance and punctuality, appropriateness of dress, ethical and honest judgment, respect of boundaries and confidentiality, and among other qualities applicable to the position and school expectations.

Guiding Questions

- During the evaluation and IEP process, is the SLP involved with colleagues?
- To what extent is SLP involved with collaboration?
- Does the SLP have respectful relationship with colleagues?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
Does not meet with classroom teachers, other professionals, and peers and is not open to collaboration.	Meets infrequently with classroom teachers, other professionals, to share therapy ideas.	Collaborates with classroom teachers, other professionals, and peers to share therapy ideas while looking at student work.	Collaborates with classroom teachers, other professionals, and peers when sharing ideas, looking at student work, and utilizing data to drive instruction.

Possible evidence to look for:

- The SLP highly values collaboration and positive relationships.
- The SLP meets frequently with collaboration teams, such as PLCs, SET, and/or EBISS when at all possible.
- The SLP is receptive to input from colleagues, outside agencies, and other stakeholders to provide a system of support that enhances the student(S) learning experiences.
- The SLP encourages colleagues to share professional ideas, thoughts, and comments regarding learning?
- The SLP shares information, ideas, materials and resources with peers and others.

Guiding Questions

- Is the SLP a self-directed learner when it comes to professional growth opportunities?
- Does the SLP seek involvement in activities that will further his/her professional growth and promote student learning?
- Does the SLP earn continuing education or professional development units to meet requirements for the ASHA, TSPC, or Oregon Board of Examiners' licensing requirements?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
SLP is not open to ideas for improving therapy and learning. Is defensive and/or resistant to changing professional practices.	SLP keeps an eye out for new ideas to improve therapy, but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	SLP listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective therapy ideas from colleagues and other sources.	SLP seeks out best practices, feedback, and suggestions, which are integrated into practice. Active participant of professional workshops, study groups, reading and/or research to improve speech-language learning.

Possible evidence to look for:

- The SLP can describe best practices when it comes to instruction, content area, and research.
- The SLP is constantly seeking to improve his/her performance through professional growth opportunities as a life-long learner by reviewing literature and sharing with others.
- The SLP is involved in professional activities that address possible areas for growth.
- The SLP presents to his/her peers.

Guiding Questions

- Does the SLP hold or is working towards an Oregon Board of Examiners for Speech Language Pathology License?
- Does the SLP adhere to federal and local policies and procedures?
- Does the SLP consult with colleagues/administrators regarding ethical/legal issues?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
SLP does not demonstrate ethical behavior or follow the rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	SLP understands the importance of ethical behavior and rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	SLP upholds the importance of ethical behavior rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	SLP demonstrates professional performance and consults with colleagues regarding ethical and/or litigious situations while upholding the ethical behavior and rules and regulations as outlines in the Oregon Board of Examiners for Speech Language Pathology.

Possible evidence to look for:

- The SLP maintains confidentiality of students' records.
- The SLP communicates as needed with colleagues/administrators regarding procedural/schedules and compliance issues.
- THE SLP maintains his/her record as outlined in the ASHA Oregon Board of Examiners for Speech Language Pathology.

Guiding Questions

- Does the SLP have a Speech-Language Pathologist – Assistant (SLP-A)? **(If "no" this standard is not applicable)**
- Does the SLP have positive working relationships with SLP-A?
- Does the SLP provide ongoing and supportive feedback in a timely manner?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
SLP does not demonstrate ethical SLP. Fails to provide support to SLP-A, and does not maintain proper records.	SLP supervises and trains SLP-A providing limited support while maintaining all required records.	SLP supervises and trains SLP-A while providing ongoing feedback and support, when requested, included information regarding students' disabilities, therapy delivery, therapy planning, and data collection while maintaining all required records.	SLP supervises and trains SLP-A while providing ongoing feedback and support including information regarding students' disabilities, therapy deliver, therapy planning, and data collection while maintaining all required records on personnel they supervise.

Possible evidence to look for:

- The SLP maintains records on supervision.
- The SLP follows the guidelines for supervision as outlined by the ASHA & Oregon Board of Examiners for Speech Language Pathology.
- The SLP clearly defines expectations for the SLP-A.
- The SLP establishes a positive working relationship with their SLP-A.
- The SLP is responsible for the extent, type and quality of services provided by each SLP-A.

Guiding Questions

- Does the SLP have a Speech-Language Pathologist – Assistant (SLP-A)? **(If "no" this standard is not applicable)**
- Does the SLP have positive working relationships with SLP-A?
- Does the SLP provide ongoing and supportive feedback in a timely manner?

Standard Descriptors:

Unsatisfactory – 1	Basic – 2	Proficient – 3	Exemplary - 4
SLP does not demonstrate ethical SLP. Fails to provide support to SLP-A, and does not maintain proper records.	SLP supervises and trains SLP-A providing limited support while maintaining all required records.	SLP supervises and trains SLP-A while providing ongoing feedback and support, when requested, included information regarding students' disabilities, therapy delivery, therapy planning, and data collection while maintaining all required records.	SLP supervises and trains SLP-A while providing ongoing feedback and support including information regarding students' disabilities, therapy deliver, therapy planning, and data collection while maintaining all required records on personnel they supervise.

Possible evidence to look for:

- The SLP maintains records on supervision.
- The SLP follows the guidelines for supervision as outlined by the ASHA & Oregon Board of Examiners for Speech Language Pathology.?
- The SLP clearly defines expectations for the SLP-A.
- The SLP establishes a positive working relationship with their SLP-A.
- The SLP is responsible for the extent, type and quality of services provided by each SLP-A.

Forms
Speech Language Pathologist

North Central Education Service District
Self-Assessment Form – To Guide Professional Growth Goals - Due October 15th

SLP Name: _____ **Date:** _____

District/s Assigned: _____

Domain I: Identification and Referral Process

Standard 1: Referral Process
• Does the SLP perform screening relevant to the needs of the student?
• Does the SLP complete referrals in a timely manner?
• Are the referral results conveyed to the team/teacher in a timely and effective manner?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Standard 1: Assessment
• Does the SLP use a variety and appropriate testing materials?
• Does the SLP use data obtained from testing for appropriate decision making and delivery of corrective activities?
• Does the SLP observe in multiple settings?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Standard 3: Documentation of Evaluation
• Does the SLP submit evaluation reports clearly written and understandable?
• Does the SLP present evaluation information to key stakeholders in a way that is clear and tied to educational performance?
• Does the SLP answer questions presented by key stakeholders in a professional and competent manner?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Domain II: Preparation and Planning

Standard 4: Communication
• Does SLP collaborate with parents, school personnel, and key stakeholders when developing programs and services for student?
• Does the SLP meet and/or communicate regularly with colleagues regarding students' needs?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Standard 5: Goal Development
• Is the SLP familiar with the Oregon Common core State Standards and how they influence speech-language goal development?
• Does the SLP provide speech-language IEP goal(s) clear and measureable and based on current and relevant data?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Standard 6: Materials
• Does the SLP use a variety of materials to meet the needs of the students?
• Does the SLP connect materials to the learning objectives of the session?
• Does the SLP use developmentally appropriate materials?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Domain III: Delivery of Service

Standard 7: Intervention
• Does the SLP implement evidence-based interventions when supporting student goals and objectives?
• Does the SLP use a variety of tools and strategies to engage and motivate students?
• Does the SLP provide timely feedback/reinforcement?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Standard 8: Knowledge of Student Need
• Does the SLP understand the educational and language needs of his/her students?
• Is the SLP familiar with the students' IEP goals and are they being monitored for progress?
• Does the SLP collaborate with school personnel to determine student needs and how to address them?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Standard 9: Flexibility and Responsiveness
• Does the SLP modify therapeutic instruction based on data gathered during therapy?
• Does the SLP use a variety of scaffolding techniques?
• Does the SLP use frequent assessment techniques to monitor and adjust their instruction in a timely manner?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Standard 10: Student Interactions
• Does the SLP ensure students feel safe, respected and valued?
• Does the SLP respond appropriately to students in the therapy environment?
• Does the SLP make connections with students that encourage learning and self-worth?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Standard 11: Reflection
• Does the SLP take time to reflect on a lesson and note areas to self-improve?
• Does the SLP modify therapy based upon reflective analysis?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Domain IV: Management

Standard 12: Service Delivery
• Does the SLP maximize the use of time and resources?
• Is the SLP able to effectively schedule within the educational setting?
• Does the SLP meet the SDI time as designated on IEP for students on their caseload?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Standard 13: Caseload
• Does the SLP serve students regularly and consistently?
• Does the SLP participate in intervention team meetings?
• Is the SLP able to manage a diverse caseload?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Domain V: Professional Responsibilities

Standard 14: Professionalism
• Does the SLP respond professionally to all constituents: parents, students, colleagues, supervisors and the community?
• Does the SLP utilize an effective recordkeeping and documentation system to keep track of communication with all stakeholders? How effective is that system?
• Does the reliably perform required duties as assigned?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Standard 15: Collaboration
• Does the SLP take an active part in the IEP process with colleagues to support the student?
• Does the SLP have respectful relationship with colleagues?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Standard 16: Self-Improvement
• Is the SLP a self-directed learner when it comes to professional growth opportunities?
• Does the SLP seek involvement in activities that will further his/her professional growth and promote student learning?
• Does the SLP earn continuing education or professional development units to meet requirements for the Oregon Board of Examiners' licensing requirements?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Standard 17: Rules, Regulations, Laws, and Ethical Standards
• Does the SLP hold or is working towards an Oregon Board of Examiners for Speech Language Pathology License?
• Does the SLP adhere to federal and local policies and procedures?
• Does the SLP consult with colleagues/administrators regarding ethical/legal issues?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Standard 18: Supervision – (If Applicable)
• Does the SLP have a Speech-Language Pathologist – Assistant (SLP-A)?
• Does the SLP have positive working relationships with SLP-A?
• Does the SLP provide ongoing and supportive feedback in a timely manner?

Self- Assessment Score: **Unsatisfactory (1)** **Basic (2)** **Proficient (3)** **Exemplary (4)** **N/A**

Comment

Signed: _____ **Date: _____**

North Central Education Service District
Formative Assessment - Due February 15th

SLP Name: _____ Academic Year: _____ Date: _____

Employment Status: _____ Assignment: _____ Supervisor: _____

Domain I: Identification and Referral Process

Standard 1: Referral Process
• Does the SLP perform screening relevant to the needs of the student?
• Does the SLP complete referrals in a timely manner?
• Are the referral results conveyed to the team/teacher in a timely and effective manner?

Formative Assessment Score: **Unsatisfactory (1) Basic (2) Proficient (3) Exemplary (4) N/A**

Standard 1: Assessment
• Does the SLP use a variety and appropriate testing materials?
• Does the SLP use data obtained from testing for appropriate decision making and delivery of corrective activities?
• Does the SLP observe in multiple settings?

Formative Assessment Score: **Unsatisfactory (1) Basic (2) Proficient (3) Exemplary (4) N/A**

Standard 3: Documentation of Evaluation
• Does the SLP submit evaluation reports clearly written and understandable?
• Does the SLP present evaluation information to key stakeholders in a way that is clear and tied to educational performance?
• Does the SLP answer questions presented by key stakeholders in a professional and competent manner?

Formative Assessment Score: **Unsatisfactory (1) Basic (2) Proficient (3) Exemplary (4) N/A**

Domain II: Preparation and Planning

Standard 4: Communication
• Does SLP collaborate with parents, school personnel, and key stakeholders when developing programs and services for student?
• Does the SLP meet and/or communicate regularly with colleagues regarding students' needs?

Formative Assessment Score: **Unsatisfactory (1) Basic (2) Proficient (3) Exemplary (4) N/A**

Standard 5: Goal Development
• Is the SLP familiar with the Oregon Common core State Standards and how they influence speech-language goal development?
• Does the SLP provide speech-language IEP goal(s) clear and measureable and based on current and relevant data?

Formative Assessment Score: **Unsatisfactory (1) Basic (2) Proficient (3) Exemplary (4) N/A**

Standard 6: Materials
• Does the SLP use a variety of materials to meet the needs of the students?
• Does the SLP connect materials to the learning objectives of the session?
• Does the SLP use developmentally appropriate materials?

Formative Assessment Score: **Unsatisfactory (1) Basic (2) Proficient (3) Exemplary (4) N/A**

Domain III: Delivery of Service

Standard 7: Intervention
• Does the SLP implement evidence-based interventions when supporting student goals and objectives?
• Does the SLP use a variety of tools and strategies to engage and motivate students?
• Does the SLP provide timely feedback/reinforcement?

Formative Assessment Score: **Unsatisfactory (1) Basic (2) Proficient (3) Exemplary (4) N/A**

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• Does the SLP understand the educational and language needs of his/her students?
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• Does the SLP collaborate with school personnel to determine student needs and how to address them?

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• Does the SLP modify therapeutic instruction based on data gathered during therapy?
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• Does the SLP ensure students feel safe, respected and valued?
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Formative Assessment Score: **Unsatisfactory (1) Basic (2) Proficient (3) Exemplary (4) N/A**

Standard 11: Reflection
• Does the SLP take time to reflect on a lesson and note areas to self-improve?
• Does the SLP modify therapy based upon reflective analysis?

Formative Assessment Score: **Unsatisfactory (1) Basic (2) Proficient (3) Exemplary (4) N/A**

Domain IV: Management

Standard 12: Service Delivery
• Does the SLP maximize the use of time and resources?
• Is the SLP able to effectively schedule within the educational setting?
• Does the SLP meet the SDI time as designated on IEP for students on their caseload?

Formative Assessment Score: **Unsatisfactory (1) Basic (2) Proficient (3) Exemplary (4) N/A**

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• Does the SLP serve students regularly and consistently?
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Formative Assessment Score: **Unsatisfactory (1) Basic (2) Proficient (3) Exemplary (4) N/A**

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Standard 14: Professionalism
• Does the SLP respond professionally to all constituents: parents, students, colleagues, supervisors and the community?
• Does the SLP utilize an effective recordkeeping and documentation system to keep track of communication with all stakeholders? How effective is that system?
• Does the reliably perform required duties as assigned?

Formative Assessment Score: **Unsatisfactory (1) Basic (2) Proficient (3) Exemplary (4) N/A**

Standard 15: Collaboration
• Does the SLP take an active part in the IEP process with colleagues to support the student?
• Does the SLP have respectful relationship with colleagues?

Formative Assessment Score: **Unsatisfactory (1) Basic (2) Proficient (3) Exemplary (4) N/A**

Standard 16: Self-Improvement
• Is the SLP a self-directed learner when it comes to professional growth opportunities?
• Does the SLP seek involvement in activities that will further his/her professional growth and promote student learning?
• Does the SLP earn continuing education or professional development units to meet requirements for the Oregon Board of Examiners' licensing requirements?

Formative Assessment Score: **Unsatisfactory (1) Basic (2) Proficient (3) Exemplary (4) N/A**

Standard 17: Rules, Regulations, Laws, and Ethical Standards
• Does the SLP hold or is working towards an ASHA - Oregon Board of Examiners for Speech Language Pathology License?
• Does the SLP adhere to federal and local policies and procedures?
• Does the SLP consult with colleagues/administrators regarding ethical/legal issues?

Formative Assessment Score: **Unsatisfactory (1) Basic (2) Proficient (3) Exemplary (4) N/A**

Standard 18: Supervision – (If Applicable)
• Does the SLP have a Speech-Language Pathologist – Assistant (SLP-A)?
• Does the SLP have positive working relationships with SLP-A?
• Does the SLP provide ongoing and supportive feedback in a timely manner?

Formative Assessment Score: **Unsatisfactory (1) Basic (2) Proficient (3) Exemplary (4) N/A**

Comment:

Directions:

- Please add the score values of the 18 Standards. Areas marked N/A are not to be included in total. _____
- Divide the Score Value by the number of Standards Measured. Do not count N/A. _____
- Average Standards Rating. [Total Score/Scored Standards] _____

_____ _____ _____

Speech Language Pathologist **Supervisor** **Date**

THIS MID-YEAR FORMATIVE ASSESSMENT HAS BEEN DISCUSSED BETWEEN THE SLP AND SUPERVISOR

North Central Education Service District
Summative Assessment - Due June 15th

SLP Name: _____ **Academic Year: _____** **Date: _____**

Employment Status: _____ **Assignment: _____** **Supervisor: _____**

The following definitions are used as a guide to evaluate a SLP's performance. **Unsatisfactory (U)**: The performance is unacceptable and must improve significantly. **Basic (B)**: The performance is satisfactory, but there are specific areas that can be improved. **Proficient (P)**: The performance is strong, and there are minimal weaknesses. **Exemplary (E)**: The SLP's skills in this content area are in the top 10% of their field and serve as a model and example to other SLPs. There must be significant evidence for a SLP to be ranked Exemplary on a standard.

Domain I: Identification and Referral Process	**U/1**	**B/2**	**P/3**	**E/4**	**NA**
Standard 1: Referral Process					
Standard 2: Assessment					
Standard 3: Documenting and Evaluation					
Comments:					

Domain II: Preparation and Planning	**U/1**	**B/2**	**P/3**	**E/4**	**NA**
Standard 4: Communication					
Standard 5: Goal Development					
Standard 6: Materials					
Comments:					

Domain III: Delivery of Service	**U/1**	**B/2**	**P/3**	**E/4**	**NA**
Standard 7: Intervention					
Standard 8: Knowledge of Student Need					
Standard 9: Flexibility/Responsiveness					
Standard 10: Student Interactions					
Standard 11: Reflection					
Comments:					

Domain IV: Management	**U/1**	**B/2**	**P/3**	**E/4**	**NA**
Standard 12: Service Delivery					
Standard 13: Caseload					
Comments:					

Domain V: Professional Responsibilities	U/1	B/2	P/3	E/4	NA
Standard 14: Professionalism					
Standard 15: Collaboration					
Standard 16: Self-Improvement					
Standard 17: Rules, Regulations, Laws, and Ethical Standards					
Standard 18: Supervision					
Comments:					

Composite Score

Average of all 18 standards = Y axis of Oregon Matrix	**Score**

Overall Rating Based on Formula Established by ODE and the Oregon Matrix	**Value for Current Year**	**Two Year Average/ Total Value *(applies only to continuing contract licensed employees)***

<u>Recommendation</u>:

Contract Extension - Continuing Contract Licensed Employee	
Contract Non-Extension - Continuing Contract Licensed Employee	
Probationary Contract Renewal	
Probationary Contract Non-Renewal	

_____ **_____** **_____**

Speech Language Pathologist **Supervisor** **Date**

This Formative Evaluation has been discussed between the SLP and the Supervisor.

North Central Education Service District
SLG Goal Assessment for Off-Cycle SLP – Part I (SLP) Due May 15th – Part II (Admin) Feedback Due June 15th

Student Learning Goal #1

Goal:

Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Feedback:

Student Learning Goal #2

Goal:

Score: ___Unsatisfactory (1) ___Basic (2) ___Proficient (3) ___Exemplary (4) ___N/A

Feedback:

Overall Score:

SLG Scoring Rubric

Student Learning	Indicators
Level 4 *(Highest)*	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 *(Lowest)*	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

North Central Education Service District
Student Learning Goals 1&2 – Due Before October 30th

SLP Name: _____ Academic Year: _____

Probationary Status _____ Contract Teacher ___Yes __ No

Supervisor: _____ School: _____ Assignment_____

Student Learning Goal I

Content Standards/Skills
This goal should be based on the relevant content and skills students should know (or be able to do) at the end of the course/class. The goal should be a clear statement of a specific area of focus (Grade, Subject, and Standards. (NOTE)The goals should be specific based on state or national standards.

Assessments
This area describes how "student learning" and "growth" will be measured. In Oregon, two categories of assessments are used for SLG goals (see page 18 of Evaluation Handbook). Assessments must be aligned to state or national standards and meet state criteria.

Context/Students
Description of the demographics and learning needs of all students in the class or course. This should include relevant information that could include, but is not limited to: the number of students and their gender, race/ethnicity, socioeconomic status, and any students with diverse learning needs (e.g., EL, IEP, 504 plans). For those educators who do not meet with students on a regular basis, including contact time (e.g., one 50-minute period per day, two 90 minute blocks per week, etc.) provides additional context for the goals developed by the educator. The context will affect the development of your tiered targets and instructional strategies

Baseline Data

What are the learning needs of my students? - Attach supporting data. Provides information about the students' current performance at the start of course/class. It is generally the most recent data available and can include the prior year's assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-test, or other evidence of students' learning. Determine students' strengths and areas of weaknesses that inform the goal. Data is attached to the goal template.

Student Growth Goal Statement (Targets)

Please write in SMART Goal Format. Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable. The target should be tiered for specific students in the class/course to allow all students to demonstrate growth.

Rationale

Provides a detailed description of the reasons for selecting this specific area for a goal. Includes a discussion of baseline data as well as current practice within the school and/or classroom. The rationale must also include language for the importance of the selected content/standards. Includes a rationale for the expected growth and how the target is appropriate and rigorous for students.

Strategies for Improvement

Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress.

Professional Learning and Support

Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals. Self-reflection and identification of professional learning needs can help focus efforts to provide meaningful professional learning opportunities to educators.

SLP's Signature: _____ **Administrator's Signature:** _____

Date: _____ **Date:** _____

North Central Education Service District
Student Learning Goals 1&2 – Due on or before October 30th

SLP Name: _____ Academic Year: _____

Probationary Status _____ Contracted ___Yes __ No

Supervisor: _____ School: _____ Assignment: _____

Student Learning Goal 2

Content Standards/Skills
This goal should be based on the relevant content and skills students should know (or be able to do) at the end of the course/class. The goal should be a clear statement of a specific area of focus (Grade, Subject, and Standards. (NOTE)The goals should be specific based on state or national standards.

Assessments
This area describes how "student learning" and "growth" will be measured. In Oregon, two categories of assessments are used for SLG goals (see page 18 of Evaluation Handbook). Assessments must be aligned to state or national standards and meet state criteria.

Context/Students
Description of the demographics and learning needs of all students in the class or course. This should include relevant information that could include, but is not limited to: the number of students and their gender, race/ethnicity, socioeconomic status, and any students with diverse learning needs (e.g., EL, IEP, 504 plans). For those educators who do not meet with students on a regular basis, including contact time (e.g., one 50-minute period per day, two 90 minute blocks per week, etc.) provides additional context for the goals developed by the educator. The context will affect the development of your tiered targets and instructional strategies

Baseline Data

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Rationale

Provides a detailed description of the reasons for selecting this specific area for a goal. Includes a discussion of baseline data as well as current practice within the school and/or classroom. The rationale must also include language for the importance of the selected content/standards. Includes a rationale for the expected growth and how the target is appropriate and rigorous for students.

Strategies for Improvement

Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress.

Professional Learning and Support

Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals. Self-reflection and identification of professional learning needs can help focus efforts to provide meaningful professional learning opportunities to educators.

SLP's Signature: _____ **Administrator's Signature:** _____

Date: _____ **Date:** _____

PROFESSIONAL GROWTH GOAL					
Goal Setting Conference – Before October 30th	**Professional Growth Goal** What do I want to change about my instruction that will effectively impact student learning? What personal learning is necessary to make that change? What are my measures of success?				
	Teacher Signature:	Date:	Administrator Signature:		Date:

Mid-Year Review - Before Feb. 15	**Collaborative Mid-Year Data Review** What progress has been made? Attach supporting data.				
	Strategy Modification What adjustments need to be made to my strategies?				
	Implications for Professional Growth Has my professional growth to date been relative? How has my professional growth impacted student learning? Have my professional growth needs changed? If so, how?				
	Teacher Signature:	Date:	Administrator Signature:		Date:

Evaluation Conference – June 1st	**End-of-Year Data** What does the end of the year data show? Attach data.				
	Reflection on Results Overall, what worked, or what should be refined?				
	Professional Growth Reflection How can I use the results to support my future professional growth?				
	Teacher Signature:	Date:	Administrator Signature:		Date:

North Central Education Service District
Family Communication Log (Optional)

Date	Person Contacted	Communication Type	Nature of Communication (Reason and Outcome)