

North Clackamas Professional Results and Support Guide for Educator Summative Evaluations

Beginning in the 2014-15 school year, licensed and administrative educators will begin using the **Professional Results & Support Guide** for their summative evaluations. In the Professional Results & Support Guide, our Educator's Continuum (vertical axis) intersects with our Student Growth Goals (horizontal axis) culminating in guidance on how Professional Goals are set for the following Evaluation and Professional Growth cycle (1- or 2-years). When there is a discrepancy between what the Educator's Continuum indicates and the outcome of the SGGs, more emphasis is placed on the Educator's Continuum and further inquiry is triggered to explore and understand the reasons for the discrepancy in order to then determine the Professional goals.

❖ How does the Educator's Continuum get distilled into the Professional Results & Support Guide's vertical axis?

First, the evaluator will need to gather evidence via multiple measures to make a performance judgment on all indicators on the continuum. The evaluator will then average the INDICATORS:

1. Add all INDICATORS levels (Distinguished = 4, Proficient = 3, Basic = 2, Unsatisfactory = 1 /Highest total possible = 92, lowest total = 23)
2. Divide total number of INDICATORS to get a number between 1-4;
3. Use state-mandated thresholds to determine final Educator Continuum performance level on vertical axis:

3.6 - 4.0 = Distinguished 2.81-3.59 = Proficient
1.99 – 2.8 = Basic* < 1.99 = Unsatisfactory

***State-mandated exception:** If an educator has two Unsatisfactory indicators and their average falls between 1.99-2.499, the educator's performance level on the vertical axis will be "Unsatisfactory."

❖ How do the Student Growth Goals get distilled into the Professional Results & Support Guide's horizontal axis?

After the Educator Continuum performance level is determined, SGGs must be used to find the performance level for the horizontal axis. The SGGs are scored using the SGGs scoring rubric (see below). All educators will set two SGGs annually. Educators on a two-year evaluation cycle or in their probationary one or two year will select two of the four goals to be included in their summative evaluation. * If a Probationary educator in their first year has one of their two goals at the level of "No Progress" based on the scoring rubric, there will be further inquiry between the educator and evaluator.

1. Score the SGG goals using the SGG Scoring Rubric;
2. Use the thresholds below to determine final SGG level for horizontal axis:

Exceptional Progress	Good Progress	Limited Progress	No Progress
You must score: · Exceptional on both goals	You could score: · Good Progress on both goals, or · Good Progress on one goal & Exceptional Progress on one goal, or · Exceptional Progress on one goal & Limited Progress on one goal	You could score: · Limited Progress on both goals, or · Limited Progress on one goal & Good Progress on one goal, or · Good Progress on one goal & No Progress on one goal, or · Exceptional Progress on one goal & No Progress on one goal	You could score: · No Progress on both goals, or · No Progress on one goal & Limited Progress on one goal

❖ Results of the Professional Results and Support Guide: Direction for Professional Goals for the EVALUATION CYCLE

Take the performance level from the Educator Continuum and SGGs and find where the vertical axis intersects with the horizontal axis on the matrix. This will determine the educator's Professional Goals (PGs). The four types of Professional Goals are defined as follows:

1. Educator-led Professional Goals - The educator leads the conversation and with the evaluator and chooses the focus of the PG. The educator can always collaborate on their PG with their colleagues and evaluator if they choose.
2. Educator-led Collaborative Professional Goals - The educator and evaluator collaboratively develop the educator's PG. If there is a place where a difference of opinion occurs, the educator can make the ultimate decision on the direction of the PG but *must* incorporate at least some of the evaluator's feedback.
3. Evaluator-led Collaborative Professional Goals - The educator and evaluator collaboratively develop the educator's PG. If there is a place where a difference of opinion occurs, the evaluator can make the ultimate decision on the direction of the PG but *must* incorporate at least some of the educator's feedback.
4. Evaluator-led Professional Goals - The evaluator leads the conversation and with the educator and chooses the focus of the PG. This plan should involve a focus on the most important area(s) to improve educator performance.

For all Professional Goals, if the educator had a SGG performance level 1 or 2, the PG must also include a SGG focus to increase the educator's overall aptitude in this measure (see below for ideas).

❖ **What does “w/ SGG Focus” on the left side of the Professional Results & Support Guide’s mean?**

“With SGG Focus” means that the educator will consider their Student Growth Goals when setting their Professional Goals.

Educators could choose from the following examples, or come up with something that also works in consideration of their SGG:

- Write a PG to learn how to better write SGGs (attend trainings, work with a partner who did well, increase assessment literacy skills, collaborate with more colleagues to analyze data, etc.); or
- Write a PG focused on the content area/standard on which your SGG is focused (for example, write about learning a new math strategy as my PG in order to compliment my SGG in a math standard); or
- Write a PG focused on an area of professional growth need and give a rationale on how it will support the SGG; etc.

❖ **What if my Educator Continuum and SGG performance levels say different things? What is the “inquiry” process?**

If your Educator Continuum performance level is more than one level different from your SGG performance level (or vice-verse), then the evaluator and educator must enter into an **inquiry** process to gather more information. These are recommended options to start with:

- Collaboratively examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on classroom, school, school district and state-based tools and practices; etc.
- Collaboratively examine circumstances, which may include one or more of the following: Goal setting process including assessment literacy; content and expectations; extent to which standards, curriculum and assessment are aligned; etc.
- Reexamine evidence and artifacts.
- Educator has the opportunity to provide additional evidence and/or schedule additional observations with focus on area of need (can be with another evaluator)
- Other options as deemed appropriate by educator and evaluator.

The evaluator and educator then collaboratively decide the type of Professional Goals for the next evaluation cycle (educator-led, educator-led collaborative, evaluator-led collaborative, or evaluator-led). Should the evaluator and educator not reach an agreement on the type of Professional Goal:

- Outside evaluator (Supervisor, VP, other district administer) may be called in to consult/facilitate.
- Evaluator’s supervisor is notified and inter-rater reliability protocols are revisited to ensure fidelity of process.
- Other options as deemed appropriate by educator and evaluator(s).

❖ **Aligned Professional Learning**

All educators Professional Goals should include aligned professional learning tailored to meet their individual growth needs.