

North Clackamas School District Professional Results and Support Guide

Based on your average of indicators on Educator's Continuum (Self-assessment, professional goal, observations, artifacts)	Distinguished	INQUIRY Educator-led or Educator-led collaborative PG w/ focus on SGG	INQUIRY Educator-led or Educator-led collaborative PG w/ focus on SGG	EDUCATOR-LED PG	EDUCATOR-LED PG
	Proficient	INQUIRY Educator-led collaborative or Evaluator- led collaborative w/ focus on SGG	EDUCATOR-LED COLLABORATIVE PG w/ focus on SGG	EDUCATOR-LED COLLABORATIVE PG	EDUCATOR-LED COLLABORATIVE PG
	Basic	EVALUATOR-LED COLLABORATIVE PG w/ focus on SGG	EVALUATOR-LED COLLABORATIVE PG w/ focus on SGG	EVALUATOR-LED COLLABORATIVE PG	INQUIRY Evaluator-led collaborative or Educator-led collaborative
	Unsatisfactory	EVALUATOR LED PG w/ focus on SGG	EVALUATOR LED PG w/ focus on SGG	INQUIRY Evaluator-led PG	INQUIRY Evaluator-led PG
Cycles: •1-year = probationary •2-yr = contract PG = Professional Goals SGG = Student Growth Goals		No Progress	Limited Progress	Good Progress	Exceptional Progress
Based on 2 of 4 Student Growth Goals scored on SGG Rubric					

❖ **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 will select two of the four goals to be included in their summative evaluation. Educators on a one-year cycle may choose one goal and have that goal count as two scores.

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