



North Clackamas School District Prioritized Standards/Clusters Learning Specialists – Resource Room

DOMAIN 1: Planning and Preparation 1a Demonstrating 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	DOMAIN 2: The 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
DOMAIN 4: Professional Responsibilities 4a Reflecting on teaching 4b Maintaining accurate records 4c Communicating with families 4d Participating in the professional community 4e Growing and developing professionally 4f Showing professionalism 4g Contributing to school and district goals	DOMAIN 3: Instruction 3a Communicating with students 3b Using questioning and discussion techniques 3c Engaging students in learning 3d Using assessment in instruction 3e Demonstrating flexibility and responsiveness
DOMAIN 5: Screening and Assessment 5a Promotes special education services within the building 5b Program and legal compliance 5c Service and communication with families 5d Special education service model implementation 5e Collaborating with special education instructional assistants	

NCSD Cluster 1: 1c, 2d, 3d, 5b, 4e

NCSD Cluster 2: 2a, 3c, 4c, 5e

NCSD Cluster 3: 2c, 3e, 4b, 5d

The evaluation process will require the probationary educator to develop a set of goals and objectives in the fall of each school year. The probationary teacher will be observed at least four times before their summative evaluation, of which at least two will be formal. The evaluator will prioritize the appropriate prioritized probationary standards for observation, artifact review and feedback purposes. Prior to all formal observations, the teacher will provide the evaluator with an overview of the lesson, which includes learning targets and a lesson plan. Not everything will be observable in the classroom observation. Therefore, the teacher may provide and the evaluator may request artifacts related to the priority standards to fill in the gaps for the evaluator.

The evaluator uses the four observations, professional goals, conferences, and artifacts to complete the probationary teacher evaluation. This evaluation is completed and reviewed with the teacher prior to the contract renewal decision timeline. This date falls in mid-February to early March.

Probationary Year One (minimum standard):

- If the teacher is not demonstrating consistent performance at the level of Proficient in professional growth (as measured by indicator 4e) and the Basic level in all remaining indicators, the evaluator may recommend non-renewal.

Probationary Year Two (minimum standard):

- If the teacher is not demonstrating consistent performance at least at the Proficient level in cluster one and Basic in all other indicators, the evaluator may recommend non-renewal.

Probationary Year Three (minimum standard):

- If the teacher is not demonstrating consistent performance at least at the Proficient level in clusters one and two and Basic in all other indicators, the evaluator may recommend non-renewal.