



North Clackamas School District Prioritized Standards/Clusters Autism/Behavior Specialists

DOMAIN 1: Planning and Preparation 1a Demonstrating knowledge of current trends in specialty area and professional development 1b Demonstrating knowledge of students and the school's or department's goals or improvement plan and levels of teacher skills in delivery of plan 1c Establishing goals for the instructional support plan appropriate to the setting and the teachers served 1d Demonstrating knowledge of resources, both within and beyond the district 1e Collaboratively developing support integrated with the overall district/school plan 1f Developing a plan to evaluate instructional supports	DOMAIN 2: The Classroom Environment 2a Creating an environment of trust and respect 2b Establishing a culture for ongoing instructional improvement 2c Establishing clear procedures for teachers to gain access to instructional support 2d Supports others in managing behavior 2e Organizing physical space for workshops or training
DOMAIN 4: Professional Responsibilities 4a Reflecting on practice 4b Collaborating with other instructional specialists 4c Participating in a professional community 4d Showing professionalism, including integrity and confidentiality 4e Contributing to school and district goals	DOMAIN 3: Instruction 3a Utilizing student data to support teacher reflection and decision-making 3b Facilitating learning with teachers 3c Demonstrating flexibility and responsiveness 3d Locating resources for teachers to support instructional improvement
DOMAIN 5: Screening and Assessment 5a Shares professional knowledge of the characteristics, which are commonly demonstrated by children with Autism Spectrum Disorder, and contributes to the team by making appropriate recommendations for necessary screening and/or evaluation 5b Demonstrates assessment knowledge by selecting and conducting current and evidence-based assessments as well as additional assessments required to determine eligibility 5c Analyzes and presents information gained through assessment which adheres to District and State guidelines to help the school team determine student eligibility 5d In IEP meetings, provides information to the team regarding how a student's characteristics might impact his/her performance in school	

NCSD Cluster 1: 2a, 3d, 4b, 5d, **4a** (Recommend adding 4e from CT continuum for 2017-18)

NCSD Cluster 2: 1b, 2d, 3a, 5c

NCSD Cluster 3: 1c, 2e, 3b, 5a

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 4a) 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.