

North Clackamas School District Prioritized Standards/Clusters

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students

- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency • Interests and cultural heritage

1c Setting Instructional Outcomes

- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources

- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction

- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments

- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

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

- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community

- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally

- Enhancement of content knowledge / pedagogical skill • Evolution of instruction
- Receptivity to feedback • Service to the profession

4f Showing Professionalism

- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulation

4g Contributing to School and District Goals

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interaction with students

2b Establishing a Culture for Learning

- Importance of content
- Expectations for learning and achievement • Student pride in work

2c Managing Classroom Procedures

- Instructional groups • Transitions • Materials and supplies
- Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior

- Expectations • Monitoring behavior
- Response to misbehavior

2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and 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 • Student groups
- 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

3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment • Response to students
- Persistence

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

NCSD Cluster 2: 2a, 2b, 3a, 4c

NCSD Cluster 3: 1e, 3b, 3c, 3d

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.