



North Clackamas School District Prioritized Standards/Clusters School Counselor/Social Worker

DOMAIN 1: Planning and Preparation 1a Demonstrating knowledge of counseling/social work techniques and ethical practices 1b Demonstrating knowledge of child and adolescent development 1c Demonstrates knowledge of culture and diversity 1d Establishing goals for the counseling/social work program appropriate to the setting and students served 1e Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district 1f Planning the counseling/social work program, integrated with the school community 1g Developing a plan to evaluate the counseling/social work plan	DOMAIN 2: The Classroom Environment 2a Creating an environment of respect and rapport 2b Establishing a culture of productive communication 2c Managing routines and procedures 2d Establishing standards of conduct contributing to the culture for student behavior throughout the school 2e Organizing physical space
DOMAIN 4: Professional Responsibilities 4a Reflecting on practice 4b Maintaining accurate records 4c Communicating with families 4d Participating in a professional community 4e Engaging in professional development 4f Showing professionalism 4g Contributing to school and district goals	DOMAIN 3: Instruction 3a Assessing student needs 3b Meeting the needs of students through responsive services 3c Using effective counseling techniques 3d Identifying and matching resources to reduce barriers to student achievement and/or career planning 3e Demonstrating flexibility and responsiveness 3f Relationships to students and families

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

NCSD Cluster 2: 1d, 3b, 4c, 4f

NCSD Cluster 3: 3a, 3d, 4b, 4g

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.