



North Clackamas School District Prioritized Standards/Clusters School Psychologist

DOMAIN 1: Planning and Preparation 1a Demonstrating knowledge and skill in using psychological instruments to evaluate students 1b Knowledge of special education policy and procedures 1c Planning the behavior support plan, integrated with the regular school program, to meet the needs of individual students, including prevention 1d Reflecting on practice	DOMAIN 2: The Classroom Environment 2a Establishing a rapport with students, families and staff 2b Communicating with families 2c Managing and prioritizing responsibilities 2d Documentation of special education process and procedures
DOMAIN 4: Professional Responsibilities 4a Maintaining accurate records 4b Participating in a professional community 4c Engaging in professional development 4d Showing professionalism	DOMAIN 3: Instruction 3a Responding to referrals; consulting with teachers and administrators 3b Evaluating student needs in compliance with Oregon Administrative Rules (OARs) and guidelines 3c Implementation and modification of special education process and procedures 3d Demonstrating flexibility and responsiveness

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

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

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

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 4c) 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.