

Certified Evaluation Handbook



2018

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Introduction

This handbook is the culmination of work initiated by the South Lane School District CLASS Project - Performance Evaluation Blueprint Team - in the summer and fall of 2012. The work was further refined by the Class 2.0 team, which included both SLEA members and SLSD administrators in 2018. This team continued to be guided by the following principles:

Key Message – We Believe:

- Skilled and knowledgeable teachers are the key factors for ensuring student learning.
- The art and science of education are not static – they evolve.
- Student growth, achievement and success are a teachers' primary motivators.
- Our performance is its best when we feel valued, supported and appreciated.
- Evaluation, professional growth and support are critical to the optimization of instruction.
- Feedback must be directed toward professional growth.
- Coaching is a valued part of professional growth from administration or peer to peer.

The purpose of this handbook is to provide clear standards and expectations for teacher effectiveness and student success.

Research and Overview

- "An effective system of teacher evaluation accomplishes two things: it ensures quality teaching and it promotes professional learning. The quality of teaching is the single most important determinant of student learning; a school district's system of teacher evaluation is the method by which it ensures that teaching is of high quality. Therefore, the system developed for teacher evaluation must have certain characteristics: it must be rigorous, valid, reliable, and defensible, and must be grounded in a research-based and accepted definition of good teaching" (Danielson 2006).
- South Lane School District's CLASS Evaluation Performance Blueprint Team investigated different ways to effectively evaluate teacher performance. The research of Charlotte Danielson, Kim Marshall, the InTASC Standards, the 5 Dimensions of Teaching and Learning, and the NEA Policy on Teacher Evaluation and Accountability has informed our work.
- Current revisions reflect the current work of Skillful Teacher professional development within our district.

Timeline for Assessing Teacher/Specialist Effectiveness

SUGGESTED TIMELINE	ACTION
April	Teacher/Specialist reflects on the <i>SLSD Performance Rubric for the Standards of Quality Instruction</i> and current goals in order to identify evidence of professional growth and provide documentation of student learning Teacher Reflection Tool due May 1.
May/June (Goal Conference)	Teacher/Specialist completes Goals Review by May 31 st . Assigned administrator meets with teacher by June 17 th for a goal conference to discuss the teacher's reflections and review evidence of progress on goals. Administrator shares progress on <i>Quality Instruction Performance Summary</i> , and form is signed by both administrator and teacher electronically.
September	Teacher/Specialist reflects on last year's <i>Quality Instruction Performance Summary</i> , as well as evidence of incoming student performance to assist in developing possible goals for the new school year (including possible growth options).
October (Goal Conference)	Individuals or teams submit goals online by October 15 th , and meet with assigned administrator by the end of the month for a formal goal conference, identifying at least two learning and growth goals with multiple assessment measures showing evidence of student progress. Teacher/Specialist also submits a Professional Growth Goal that includes the growth options they will carry out during the year.
December	Teacher/Specialist reflects on goal progress.
January/February (Goal Conference)	Teacher/Specialist updates and completes mid-year goal review and completes the <i>Teacher Self-Assessment of the Standard 5</i> by February 15 th . A Formal Goal Conference with their administrator will happen by February 28 th to review evidence of goal progress of <i>Student Learning and Growth Goals, Professional Growth Goals</i> and the <i>Teacher/Specialist Self-Assessment of the standards</i> . Goal data can be updated if needed at this point. Probationary teachers complete the same process by January 31 st .
March	A recommendation by the assigned administrator is forwarded to the School Board regarding status of future employment.

Definitions

Contract Teacher

Any teacher who has been regularly employed by the school district for a probationary period of three complete evaluation cycles and who has been retained for the next succeeding school year as defined by ORS 342 .805(3).

Probationary Teacher

Any teacher employed by the district who is in their first 3 years of employment with the district as defined by ORS 342 .805(6).

Student Learning and Growth Goals

SLG goals are detailed, measurable goals for student learning and growth developed collaboratively by educators and their evaluators. They are based on student learning needs identified by a review of students' baseline skills. SLG goals are aligned to content power standards and clearly describe specific learning targets students are expected to meet. Goals are rigorous, yet attainable.

SLG goals define which students and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period, and why a specific level of growth has been set for students.

SLG goals are growth goals, not achievement goals. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on how students are performing at the start of the course/class

Professional Growth Goals/Growth Options

Professional Growth Goals are based the SLSD Standards of Quality Instruction. Areas of need are identified, as well as strategies and supports needed to help make improvements to each teacher's practice. The strategies and supports will include the required growth options.

Observations

- ***Formal Classroom Observations:***

- Pre-observation conference with assigned administrator.
- Classroom observation (length of a content lesson) with summary report.
- Post-observation conference with assigned administrator.

- ***Mini-Classroom Observations***

- Brief 15-25 minute visit to a classroom by the assigned administrator (unannounced).
- Written feedback given to the teacher following each mini-observation. Administrators will strive for 100% Face-to-face feedback to the teacher/specialist.

Professional Growth Goals/Growth Options

- Develop a growth plan in one/multiple dimension(s)
 - Created by teacher and administrator (could include Skillful Teacher Module(s))
 - Lead a PD option*
 - Each session planned will count as one growth option
 - Open your classroom to be observed*
 - Each observation and debrief will count as one growth option
 - Observe another teacher

- Each observation and debrief will count as one growth option
 - Project TBD between administrator and teacher
 - Growth option worth to be determined by administrator
 - Book Study
 - Each book study will count as 1-2 growth options (depending on book)
 - Skillful Teacher Training
 - Each day of training will count as one growth option
 - Coach/be Coached by administrator OR another teacher
 - Teacher to teacher (peer who is a licensed teacher, approved by supervising administrator, department head) using walkthrough or targeted observation forms*
 - Administrator to teacher (any administrator)
 - Coaching sessions may include
 - Lesson observation (focused observations on sub-standards are available)
 - Face to face debrief
 - Written feedback will be submitted to the supervising administrator and will be retained in each teacher's working file.
 - Each observation/debrief will count as one growth option
- * Indicates option is available to Teachers on Self-Directed and Collegial Plans

Goals Conferences

A conversation between a teacher(s) and their assigned administrator(s)* to set goals, monitor progress on goals, evaluate and reflect.

Feedback

- **Face-to-face:** Post-observation discussion about the instruction observed between the teacher and assigned administrator.
- **Written:** Written or electronic correspondence given to the teacher about observed instruction.

Evaluation Requirements and Timeline 2-year cycle (Off, On)

Formative or "Off" Year

Rating	Formal Goal Conferences	Mini Observations	Growth Options
Contract Teacher			
Accomplished (Self-Directed Plan)	3 – Oct, Feb, May/June	0	3
Effective (Collegial Plan)	3 – Oct, Feb, May/June	0	4
Developing (Consulting Plan)	3 – Oct, Feb, May/June	5	2
Ineffective (Directed Plan)	3 – Oct, Feb, May/June	6	2

Summative or "On" Year

Rating	Formal Goal Conferences	Mini Observations	Growth Options
Contract Teacher			
Accomplished (Self-Directed Plan)	3 – Oct, Feb, May/June	2	2
Effective (Collegial Plan)	3 – Oct, Feb, May/June	3	3
Developing (Consulting Plan)	3 – Oct, Feb, May/June	7	3
Ineffective (Directed Plan)	3 – Oct, Feb, May/June	7	3

Probationary Teacher

Experience	Formal Goal Conferences	Formal/Mini Observations	Growth Options
< 5 years	3 - Oct, Jan, May/June	2 Formals 6-8 Minis	1
>5 years	3 - Oct, Jan, May/June	2 Formals 4-6 Minis	1

Probationary teachers receive an annual evaluation all three years. Contract teachers with an overall "Developing" score on the matrix will receive 3 additional scored observations on their "Off" year.

Explanation of Requirements and Timeline

Contract Teachers/Specialists

Contract teachers/specialists have a two-year evaluation cycle with one year identified as a formative or "Off" year, and the other year identified as a summative or "On" year. The following items identify the key components of each evaluation year. The overall rating is the average of scores on the Standards of Quality Instruction, combined with the progress on Student Learning and Growth Goals. The overall rating during your "On" year will determine the placement in the categories below for the next two years. See Appendix H for more details.

"Off" Year (Formative Year)

Self-Directed Plan (Rating of Accomplished--Blue)

- 3 goals conferences to set goals, monitor progress on goals, and evaluate and reflect on them.
- 3 Growth Options as defined by administrator and teacher (these activities are included in the professional goal).
- Self-Assessment

Collegial Plan (Rating of Effective--Green)

- 3 goals conferences to set goals, monitor progress on goals, and evaluate and reflect on them.
- 4 Growth Options as defined by administrator and teacher (these activities are included in the professional goal).
- Self-Assessment

Consulting Plan (Rating of Developing--Yellow)

- 3 goals conferences to set goals, monitor progress on goals, and evaluate and reflect on them.
- 5 mini-observations using the Observation Rubric for *Standards of Quality Instruction*. The formative and summative evaluation will go into the teacher's working file at the building and is key for developing goals as well as for teacher development.
- 2 mini-observations (minimum), (monitor progress on goals, evaluate and reflect on them) or 2 Growth Options Growth Options as defined by administrator and teacher (these activities are included in the professional goal). The formative and summative evaluation will go into the teacher/specialist working file at the building and is key for developing goals as well as for teacher development.
- Self-Assessment

Directed Plan (Rating of Ineffective--Red)

- 3 goals conferences to set goals, monitor progress on goals, and evaluate and reflect on them.
- 6 mini-observations using the Observation Rubric for *Standards of Quality Instruction*. The formative and summative evaluation will go into the teacher's working file at the building and is key for developing goals as well as for teacher development.
- 2 mini-observations (minimum), (monitor progress on goals, evaluate and reflect on them) or 2 Growth Options Growth Options as defined by administrator and teacher (these activities are included in the professional goal). The formative and summative evaluation will go into the teacher/specialist working file at the building and is key for developing goals as well as for teacher development.
- Self-Assessment

“On” year (Summative Year)

Self-Directed Plan (Rating of Accomplished--Blue)

- 3 goals conferences to set goals, monitor progress on goals, and evaluate and reflect on them.
- 2 mini-observations (minimum) using the *Observation Rubric for Standards of Quality Instruction*. The formative and summative evaluation will be recorded and reported to the state and is key for developing goals as well as for teacher development.
- 2 Growth Options as defined by administrator and teacher (these activities are included in the professional goal).
- Mid-Year Professional Practices Review
- Self-Assessment
- Quality Performance Summary

Collegial Plan (Rating of Effective--Green)

- 3 goals conferences to set goals, monitor progress on goals, and evaluate and reflect on them.
- 3 mini-observations (minimum) using the *Observation Rubric for Standards of Quality Instruction*. The formative and summative evaluation will be recorded and reported to the state and is key for developing goals as well as for teacher development.
- 3 Growth Options as defined by administrator and teacher (these activities are included in the professional goal).
- Mid-Year Professional Practices Review
- Self-Assessment
- Quality Performance Summary

Consulting Plan (Rating of Developing--Yellow)

- 3 goals conferences to set goals, monitor progress on goals, and evaluate and reflect on them.
- 7 mini-observations using the *Observation Rubric for Standards of Quality Instruction*. The formative and summative evaluation will go into the teacher’s working file at the building and is key for developing goals as well as for teacher development.
- 3 mini-observations (minimum), (monitor progress on goals, evaluate and reflect on them) or 3 Growth Options Growth Options as defined by administrator and teacher (these activities are included in the professional goal). The formative and summative evaluation will go into the teacher/specialist working file at the building and is key for developing goals as well as for teacher development.
- Mid-Year Professional Practices Review
- Self-Assessment
- Quality Performance Summary

Directed Plan (Rating of Ineffective--Red)

- 3 goals conferences to set goals, monitor progress on goals, and evaluate and reflect on them.
- 7 mini-observations using the *Observation Rubric for Standards of Quality Instruction*. The formative and summative evaluation will go into the teacher’s working file at the building and is key for developing goals as well as for teacher development.
- 3 mini-observations (minimum), (monitor progress on goals, evaluate and reflect on them) or 3 Growth Options Growth Options as defined by administrator and teacher (these activities are included in the professional goal). The formative and summative evaluation will go into the

teacher/specialist working file at the building and is key for developing goals as well as for teacher development.

- Mid-Year Professional Practices Review
- Self-Assessment
- Quality Performance Summary

Probationary Teachers with less than 5 years of total teaching experience not including substitute teaching (3-year period of probation)

- 3 goals conferences to set goals, monitor progress on goals and evaluate and reflect on them.
- 1 Growth Option as defined by administrator and teacher (these activities are included in the professional goal)
- 2 formal classroom observations using the *Observation Rubric for Standards of Quality Instruction*.
- 6-8 mini-classroom observations (minimum) using the *Observation Rubric for Standards of Quality Instruction*.
- Probationary Evaluation (Mid-Year)
- Self-Assessment
- Quality Performance Summary

A probationary teacher may *request* additional classroom observations.

Probationary Teachers with 5+ total years of teaching experience not including substitute teaching (3-year period of probation)

- 3 goals conferences to set goals, monitor progress on goals and evaluate and reflect on them.
- Growth Option Opportunities (Skillful Teacher, book study, observe other teachers, develop a collaborative growth plan in one dimension, etc). This is the professional growth goal.
- 2 formal classroom observations using the *Observation Rubric for Standards of Quality Instruction*.
- 4-6 mini-classroom observations (minimum) using the *Performance Rubric for Standards of Quality Instruction*.
- Probationary Evaluation (Mid-Year)
- Self-Assessment
- Quality Performance Summary

A probationary teacher may *request* additional classroom observations.

Goals

Number of Goals

Teachers will establish two SLG goals, reflecting student learning progress, including specific evidence used to document progress on each goal. Each teacher will also set one Professional Growth Goal. The professional goal will include the growth options chosen for the year.

Multiple Measures of Student Progress

Teachers are expected to utilize multiple measures of student learning when developing a SLG goal chosen from the following categories:

1. State and national measures.
2. Commercial or district measures with pre/post-tests, proficiency tests, or collections of evidence.

State Tested Subjects and Grades

Teachers who are responsible for student learning in tested subjects and grade levels (i.e. ELA and mathematics in grades 3-11) may include a Category 1 measure, as well as other evidence of student learning progress from the categories listed. This is not currently a requirement and is difficult to use because it does not provide 3 different measures throughout the year.

Non-Tested Subjects and Grades

Teachers in non-state tested subjects and grade levels will use measures that are valid representations of student learning standards based on what is most appropriate for the curriculum and their students.

SLG Goal Scoring Rubric

The SLG Goal scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and supervisor/evaluator.

Ineffective (Lowest)	This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.
Developing	This category applies when 70-85% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Effective	This category applies when 85% or more of students met their target(s). The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Accomplished (Highest)	This category applies when 85% or more of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are rigorous yet attainable, and differentiated (as appropriate) for all students.

Appendix A

Standards of Quality Instruction

Standard 1: Curriculum Planning

SLSD Standard	Ineffective (1)	Developing (2)	Effective (3)	Accomplished (4)	Notes
Teaching Plan 1A (1.1)	All or nearly all of the teaching plan is not aligned with specific standards, objectives and assessments.	A significant portion of the teaching plan is not aligned with specific standards, objectives and assessments.	Teaching plan is aligned with specific standards, objectives and assessments.	Teaching plan is aligned with specific standards, objectives and assessments, and is transparent to students.	TST 6th Edition Ch. 15, p. 367 TST 7th Edition Chap. 17
Lesson Objective 1B (1.2)	Lesson objectives are missing or not aligned with standards, do not have a criteria for success, and are not directly communicated to students	Lesson objectives are aligned with standards, have a criteria for success, but are not directly communicated to students.	Lesson objectives are aligned with standards, have a criteria for success, and are directly communicated to students.	Lesson objectives are aligned with standards, have a criteria for success, are directly communicated to students, and revisited throughout lesson.	TST 6th Edition Chapter 16, pgs. 162-165, 265 TST 7th Edition Chapter 18, pgs. 196-204, 317-320
Content 1C (3.1)	Instructional materials and tasks are missing and not aligned with the lesson objective.	Instructional materials and tasks are not appropriately challenging or not aligned with the lesson objective.	Instructional materials and tasks are aligned with the objective, anticipate student misconceptions, and are appropriately challenging and rigorous for students.	Students understand how the lesson fits into the unit of study. Instructional materials and tasks are aligned with the lesson objective, anticipate student misconceptions, and are appropriately challenging and rigorous for students.	TST 6th Edition Chapter 16, pgs. 162-165, 265 TST 7th Edition Chapter 18, pgs. 196-204, 317-320
Assessments 1D (4.1)	Does not assess student understanding to guide instructional decisions.	Uses a single method of assessment to monitor student understanding and guide instructional decisions.	Uses multiple methods of assessment that are linked to objectives to engage students, monitor their understanding, and to guide instructional decisions.	Uses multiple methods of assessment to motivate students, monitor their understanding and to guide instructional decisions and student goal setting.	TST 6th Edition Chapter 19 TST 7th Edition Chapter 21

Standard 2: Motivation

SLSD Standard	Ineffective (1)	Developing (2)	Effective (3)	Accomplished (4)	Notes
Classroom Culture 2A (5.3)	Does not create a climate of achievement for students and has minimal positive and respectful social interactions.	Creates a climate of basic achievement for students with limited positive and respectful social interactions.	Creates a climate of high achievement for all students that includes positive and respectful social interactions, educational risk taking, and student ownership of the classroom community.	Creates a climate of high achievement for all students that includes positive and respectful social interactions, education risk taking, and student ownership of the classroom community, where students are empowered to positively influence classroom decision making.	TST 6th Ed. Ch. 14, p. 331 TST 7th Edition Chapter 16, 410-415, 420, 430
Personal Relationships 2B (new)	Limited rapport between teacher and students	Direct, positive communication is used to acknowledge students	Direct, specific, repeated and positive communication is used to acknowledge students individually and foster personal relationships. Sends the messages: "This is important, you can do it, I won't give up on you."	Students and teacher use direct, specific, repeated and positive communication to acknowledge each other and foster personal relationships.	TST 6th Edition Chapter 13, pgs. 263, 267 TST 7th Edition Ch. 15, 389-402, Figure 15.1, p. 393

Standard 3: Instructional Strategies

SLSD Standard	Ineffective (1)	Developing (2)	Effective (3)	Accomplished (4)	Notes
Intellectual Work 3A (2.1)	The cognitive load is carried by the teacher. Students not engaged in thinking tasks.	Limited degree of guidance from the teacher. Teacher questioning doesn't match the lesson objective or only checks for basic understanding. Minimal opportunity for students to self-assess.	Teacher asks a balance of higher and lower level questions that match the situation, checks for understanding, and elicits critical thinking. Students have an opportunity to self-assess.	Teacher asks a balance of higher and lower level questions that match the situation, checks for understanding, and elicits critical thinking. Students have multiple opportunities to self-assess. Students are able to explain their thinking and ask probing questions.	TST 6th Edition pgs. 204-215, 229-234 TST 7th Edition pgs. 205, 250-266,
Engagement Strategies 3B (2.2)	Teacher does not engage students in learning and/or students are not engaged in learning and teacher appears unaware.	Teacher doesn't vary instructional strategies. Students show limited engagement in learning.	Teacher uses a variety of instructional strategies that are relevant, equitable and purposeful. Students are engaged in multiple perceptual modes (seeing, speaking, hearing, moving, touching, doing). Mode of perception changes several times within a lesson and most students are actively engaged in learning.	Teacher uses a variety of instructional strategies to actively engage all students in learning. Strategies are relevant, equitable and purposeful. Students are engaged in multiple perceptual modes (seeing, speaking, hearing, moving, touching, doing). Mode of perception changes several times within a lesson.	TST 6th Edition pgs. 187, 232-238, TST 7th Edition pgs. 237-8.
Talk 3C (3.3)	Lesson design and teacher actions do not provide students with meaningful opportunities to talk.	Teachers utilize content/course specific vocabulary. There are limited opportunities for students to talk.	Students utilize content/course specific vocabulary to make thinking visible or summarize what they have learned. Teacher provides multiple opportunities for all students to talk.	Students utilize content/course specific vocabulary to make thinking visible and or summarize what they have learned. Teacher provides multiple opportunities for all students to talk, showing a high level of inquisitiveness through complex questions or by leading a discussion.	TST 6th Edition p. 194-199 TST 7th Edition pgs. 255-261.
Scaffolds for Learning 3D (3.3)	Instruction is geared toward one type of learner. Appropriate guidance is not provided.	Differentiates and scaffolds instruction to accommodate some levels of students. Limited guidance is provided.	Differentiates and scaffolds instruction to accommodate student learning needs. Provides the appropriate degree of guidance for the given task.	Differentiates and scaffolds instruction to accommodate student learning needs. Provides the appropriate degree of guidance for the given task resulting in student independence.	TST 6th Edition pgs 222, 231, 237. TST 7th Edition Ch. 20, p. 267, 280 -281, 521

Adjustments 3E (4.2)	Formative assessments are absent and/or not utilized to adjust teaching plan.	Makes ad hoc instructional decisions without preparing for misconceptions. Limited use of formative assessments to adjust teaching plans and provide students feedback.	Makes intentional instructional decisions that anticipate student misconceptions. Appropriately uses formative assessment to adjust teaching plans and provide feedback to students.	Makes intentional instructional decisions that anticipate student misconceptions. Appropriately uses student self-assessment and formative assessment data to adjust teaching plans and provide feedback to students.	TST 6th Ed. p. 171-173 TST 7th Ed. p. 554-564, p. 582
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Standard 4: Management

SLSD Standard	Ineffective (1)	Developing (2)	Effective (3)	Accomplished (4)	Notes
Use of physical environment 4A (5.1)	Little to no teacher impact on space.	Designs and manages classroom space, materials, technology and resources to support lesson objectives.	Designs and manages classroom space, materials, technology and resources to support instructional objectives. Provides an inviting, comfortable space. Room displays are purposeful.	Designs and manages classroom space, materials, technology and resources to support instructional objectives. Provides students with a sense of ownership and an inviting, comfortable space. Room displays are purposeful and reflective of current content.	TST 6th Edition Ch 5 TST 7th Edition Ch 7
Classroom Routines and Rituals 4B (5.2)	Routines are not established, students are not held accountable. Disruptions interfere with learning.	Routines are emerging and/or students are not held to a minimal level of accountability. Disruptions may interfere with learning.	Routines are evident or explicitly brought to student's attention and students are held to a high level of accountability. Disruptions are minimized. Repertoire is established and utilized to deal with resistant students.	Routines maximize learning and students are held to a high level of accountability. Students have ownership over the classroom routines and/or attempt to hold each other accountable.	TST 6th Edition Ch. 7,8 TST 7th Edition Ch. 9,10
Time Allocation and Efficiency 4C (new)	Time management is ineffective.	Time is managed to organize learning but does not maximize instructional time. Transitions may not be efficient.	Time is deliberately managed in order to minimize disruptions, maximize instructional time and maximize student learning. Transitions are efficient.	Time is deliberately managed in order to minimize disruptions, maximize instructional time and maximize student learning. Transitions are seamless.	TST 6th Edition Ch. 6 TST 7th Edition Ch. 8

Standard 5: Professional Practices

SLSD Standard	Ineffective (1)	Developing (2)	Effective (3)	Accomplished (4)
Professional Responsibility 5A (new)	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs. Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent, and/or has incident(s) leading to discipline at the district or state level.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs. Occasionally misses or is late to assignments, completes work late, and/or makes errors in records and/or has incident(s) leading to discipline at the district or state level.	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs. Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late to school.	Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Consistently fulfills all professional responsibilities to high standards. Demonstrates leadership in this area.
Professional Learning and Collaboration 5B (6.1)	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice. Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning; and/or has incident(s) leading to discipline at the district or state level.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice; and/or has incident(s) leading to discipline at the district or state level. Does not consistently collaborate with colleagues in ways that support productive team effort.	Seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities. Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element. Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Demonstrates leadership in this area.

<p>Ethical Practices 5C (6.2)</p>	<p>Demonstrates poor judgment and/or discloses confidential student information inappropriately. and/or has incident(s) leading to discipline at the district or state level.</p>	<p>Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information and/or has incident(s) leading to discipline at the district or state level.</p>	<p>Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.</p>	<p>Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Demonstrates leadership in this area.</p>
<p>Communication 5D (6.3)</p>	<p>Rarely communicates promptly and respectfully with parents, colleagues, students and other stake-holders, reports progress or responds to concerns, and/or has incident(s) leading to discipline at the district or state level.</p>	<p>Inconsistently or ineffectively communicates promptly and respectfully with parents, colleagues, students and other stakeholders, reports progress or responds to concerns, and/or has incident(s) leading to discipline at the district or state level.</p>	<p>Communicates effectively, promptly and respectfully with parents, colleagues, students and other stakeholders, reports progress or responds to concerns.</p>	<p>In addition to earning an effective rating, demonstrates leadership by supporting others in communication with parents, colleagues and other stakeholders.</p>

Appendix B

Teacher Observation Rubric For Mini and Formal Observations

Teacher Mini-Classroom Observation

Instructions: Please evaluate the teacher according to the SLSD Standards of Quality Instruction.

Date:

Time/Period:

Grade level(s) and Subject taught:

Standard 1: Curriculum Planning

SLSD Teacher Standard 1 Curriculum Planning

Criteria	Ineffective	Developing	Effective	Accomplished
Teaching Plan 1A (1.1)	All or nearly all of the teaching plan is not aligned with specific standards, objectives and assessments.	A significant portion of the teaching plan is not aligned with specific standards, objectives and assessments.	Teaching plan is aligned with specific standards, objectives and assessments.	Teaching plan is aligned with specific standards, objectives and assessments, and is transparent to students.
			Enter Notes	
Lesson Objective 1B (1.2)	Lesson objectives are missing or not aligned with standards, do not have a criteria for success, and are not directly communicated to students.	Lesson objectives are aligned with standards, have a criteria for success, but are not directly communicated to students.	Lesson objectives are aligned with standards, have a criteria for success, and are directly communicated to students.	Lesson objectives are aligned with standards, have a criteria for success, are directly communicated to students, and are revisited throughout lesson.
			Enter Notes	
Content 1C (3.1)	Instructional materials and tasks are missing and not aligned with the lesson objective.	Instructional materials and tasks are not appropriately challenging or not aligned with the lesson objective.	Instructional materials and tasks are aligned with the objective, anticipate student misconceptions, and are appropriately challenging and rigorous for students.	Students understand how the lesson fits into the unit of study. Instructional materials and tasks are aligned with the lesson objective, anticipate student misconceptions, and are appropriately challenging and rigorous for students.
			Enter Notes	
Assessments 1D (4.1)	Does not assess student understanding to guide instructional decisions.	Uses a single method of assessment to monitor student understanding and guide instructional decisions.	Uses multiple methods of assessment that are linked to objectives to engage students, monitor their understanding, and to guide instructional decisions.	Uses multiple methods of assessment to motivate students, monitor their understanding and to guide instructional decisions and student goal setting.
			Enter Notes	

Rubric Score: 0/0

Curriculum Planning Notes:

Standard 2: Motivation

SLSD Teacher Standard 2 Motivation

Criteria	Ineffective	Developing	Effective	Accomplished
Classroom Culture 2A (5.3)	Does not create a climate of achievement for students and has minimal positive and respectful social interactions.	Creates a climate of basic achievement for students with limited positive and respectful social interactions.	Creates a climate of high achievement for all students that includes positive and respectful social interactions, educational risk taking, and student ownership of the classroom community.	Creates a climate of high achievement for all students that includes positive and respectful social interactions, educational risk taking, and student ownership of the classroom community, where students are empowered to positively influence classroom decision making.
			Enter Notes	
Personal Relationships 2B (new)	Limited rapport between teacher and students	Direct, positive communication is used to acknowledge students	Direct, specific, repeated and positive communication is used to acknowledge students individually and foster personal relationships. Sends the messages: "This is important; you can do it; I won't give up on you."	Students and teacher use direct, specific, repeated and positive communication to acknowledge each other and foster personal relationships.
			Enter Notes	

Rubric Score: 0/0

Motivation Notes:

Standard 3: Instructional Strategies

SLSD Teacher Standard 3 Instructional Strategies

Criteria	Ineffective	Developing	Effective	Accomplished
Intellectual Work 3A (2.1)	The cognitive load is carried by the teacher. Students not engaged in thinking tasks.	Limited degree of guidance from the teacher. Teacher questioning doesn't match the lesson objective or only checks for basic understanding. Minimal opportunity for students to self assess.	Teacher asks a balance of higher and lower level questions that match the situation, checks for understanding, and elicits critical thinking. Students have an opportunity to self assess.	Teacher asks a balance of higher and lower level questions that match the situation, checks for understanding, and elicits critical thinking. Students have multiple opportunities to self assess. Students are able to explain their thinking and ask probing questions.
			Enter Notes	
Engagement Strategies 3B (2.2)	Teacher does not engage students in learning and/or students are not engaged in learning and teacher appears unaware.	Teacher doesn't vary instructional strategies. Students show limited engagement in learning.	Teacher uses a variety of instructional strategies that are relevant, equitable and purposeful. Students are engaged in multiple perceptual modes (seeing, speaking, hearing, moving, touching, doing). Mode of perception changes several times within a lesson and most students are actively engaged in learning.	Teacher uses a variety of instructional strategies to actively engage all students in learning. Strategies are relevant, equitable and purposeful. Students are engaged in multiple perceptual modes (seeing, speaking, hearing, moving, touching, doing). Mode of perception changes several times within a lesson.
			Enter Notes	
Talk 3C (3.3)	Lesson design and teacher actions do not provide students with meaningful opportunities to talk.	Teachers utilize content/course specific vocabulary. There are limited opportunities for students to talk.	Students utilize content/course specific vocabulary to make thinking visible or summarize what they have learned. Teacher provides multiple opportunities for all students to talk.	Students utilize content/course specific vocabulary to make thinking visible and or summarize what they have learned. Teacher provides multiple opportunities for all students to talk, showing a high level of inquisitiveness through complex questions or by leading a discussion.
			Enter Notes	
Scaffolds for Learning 3D (3.3)	Instruction is geared toward one type of learner. Appropriate guidance is not provided.	Differentiates and scaffolds instruction to accommodate some levels of students. Limited guidance is provided.	Differentiates and scaffolds instruction to accommodate student learning needs. Provides the appropriate degree of guidance for the given task.	Differentiates and scaffolds instruction to accommodate student learning needs. Provides the appropriate degree of guidance for the given task resulting in student independence.
			Enter Notes	
Adjustments 3E (4.2)	Formative assessments are absent and/or not utilized to adjust teaching plan.	Makes ad hoc instructional decisions without preparing for misconceptions. Limited use of formative assessments to adjust teaching plans and provide students feedback.	Makes intentional instructional decisions that anticipate student misconceptions. Appropriately uses formative assessment to adjust teaching plans and provide feedback to students.	Makes intentional instructional decisions that anticipate student misconceptions. Appropriately uses student self-assessment and formative assessment data to adjust teaching plans and provide feedback to students.

Rubric Score: 0/0

Instructional Strategies Notes:

Standard 4: Management

SLSD Teacher Standard 4 Management

Criteria	Ineffective	Developing	Effective	Accomplished
Use of physical environment 4A (5.1)	Little to no teacher impact on space.	Designs and manages classroom space, materials, technology and resources to support lesson objectives.	Designs and manages classroom space, materials, technology and resources to support instructional objectives. Provides an inviting, comfortable space. Room displays are	Designs and manages classroom space, materials, technology and resources to support instructional objectives. Provides students with a sense of ownership and an inviting

purposeful.

comfortable space. Room displays are purposeful and reflective of current content.

Enter Notes

Classroom Routines and Rituals 4B (5.2)

Routines are not established, students are not held accountable. Disruptions interfere with learning.

Routines are emerging and/or students are not held to a minimal level of accountability. Disruptions may interfere with learning.

Routines are evident or explicitly brought to student's attention and students are held to a high level of accountability. Disruptions are minimized. Repertoire is established and utilized to deal with resistant students.

Routines maximize learning and students are held to a high level of accountability. Students have ownership over the classroom routines and/or attempt to hold each other accountable.

Time Allocation and Efficiency 4C (new)

Time management is ineffective.

Time is managed to organize learning but does not maximize instructional time. Transitions may not be efficient.

Enter Notes

Time is deliberately managed in order to minimize disruptions, maximize instructional time and maximize student learning. Transitions are efficient.

Time is deliberately managed in order to minimize disruptions, maximize instructional time and maximize student learning. Transitions are seamless.

Enter Notes

Rubric Score: 0/0

Management Notes:

General Comments:

Next Steps:

If debrief was done in person, indicate date here:

Appendix C

Teacher Reflection Tool

Teacher Reflection Tool

Instructions: Please evaluate yourself according to the SLSD Standards of Quality Instruction. You may not have comments or professional development requests for every area. Please be as specific as you can with your PD requests.

Grade level(s)/Subject(s) taught: _____
 Date: _____

Standard 1: Curriculum Planning

SLSD Teacher Standard 1 Curriculum Planning

Criteria	Ineffective	Developing	Effective	Accomplished
Teaching Plan 1A (1.1)	All or nearly all of the teaching plan is not aligned with specific standards, objectives and assessments.	A significant portion of the teaching plan is not aligned with specific standards, objectives and assessments.	Teaching plan is aligned with specific standards, objectives and assessments.	Teaching plan is aligned with specific standards, objectives and assessments, and is transparent to students.
			Enter Notes	
Lesson Objective 1B (1.2)	Lesson objectives are missing or not aligned with standards, do not have a criteria for success, and are not directly communicated to students.	Lesson objectives are aligned with standards, have a criteria for success, but are not directly communicated to students.	Lesson objectives are aligned with standards, have a criteria for success, and are directly communicated to students.	Lesson objectives are aligned with standards, have a criteria for success, are directly communicated to students, and are revisited throughout lesson.
			Enter Notes	
Content 1C (3.1)	Instructional materials and tasks are missing and not aligned with the lesson objective.	Instructional materials and tasks are not appropriately challenging or not aligned with the lesson objective.	Instructional materials and tasks are aligned with the objective, anticipate student misconceptions, and are appropriately challenging and rigorous for students.	Students understand how the lesson fits into the unit of study. Instructional materials and tasks are aligned with the lesson objective, anticipate student misconceptions, and are appropriately challenging and rigorous for students.
			Enter Notes	
Assessments 1D (4.1)	Does not assess student understanding to guide instructional decisions.	Uses a single method of assessment to monitor student understanding and guide instructional decisions.	Uses multiple methods of assessment that are linked to objectives to engage students, monitor their understanding, and to guide instructional decisions.	Uses multiple methods of assessment to motivate students, monitor their understanding and to guide instructional decisions and student goal setting.
			Enter Notes	

Rubric Score: 0/0

Curriculum Planning Evidence/Notes:

Section 2: Motivation Notes

SLSD Teacher Standard 2 Motivation

Criteria	Ineffective	Developing	Effective	Accomplished
Classroom Culture 2A (5.3)	Does not create a climate of achievement for students and has minimal positive and respectful social interactions.	Creates a climate of basic achievement for students with limited positive and respectful social interactions.	Creates a climate of high achievement for all students that includes positive and respectful social interactions, educational risk taking, and student ownership of the classroom community.	Creates a climate of high achievement for all students that includes positive and respectful social interactions, educational risk taking, and student ownership of the classroom community, where students are empowered to positively influence classroom decision making.
			Enter Notes	
Personal Relationships 2B (new)	Limited rapport between teacher and students.	Direct, positive communication is used to acknowledge students.	Direct, specific, repeated and positive communication is used to acknowledge students individually and foster personal relationships. Sends the messages: "This is important; you can do it; I won't give up on you."	Students and teacher use direct, specific, repeated and positive communication to acknowledge each other and foster personal relationships.
			Enter Notes	

Rubric Score: 0/0

Motivation/Evidence Notes:

Standard 3: Instructional Strategies

SLSD Teacher Standard 3 Instructional Strategies

Criteria	Ineffective	Developing	Effective	Accomplished
Intellectual Work 3A (2.1)	The cognitive load is carried by the teacher. Students not engaged in thinking tasks.	Limited degree of guidance from the teacher. Teacher questioning doesn't match the lesson objective or only checks for basic understanding. Minimal opportunity for students to self assess.	Teacher asks a balance of higher and lower level questions that match the situation, checks for understanding, and elicits critical thinking. Students have an opportunity to self assess.	Teacher asks a balance of higher and lower level questions that match the situation, checks for understanding, and elicits critical thinking. Students have multiple opportunities to self assess. Students are able to explain their thinking and ask probing questions.
			Enter Notes	
Engagement Strategies 3B (2.2)	Teacher does not engage students in learning and/or students are not engaged in learning and teacher appears unaware.	Teacher doesn't vary instructional strategies. Students show limited engagement in learning.	Teacher uses a variety of instructional strategies that are relevant, equitable and purposeful. Students are engaged in multiple perceptual modes (seeing, speaking, hearing, moving, touching, doing). Mode of perception changes several times within a lesson and most students are actively engaged in learning.	Teacher uses a variety of instructional strategies to actively engage all students in learning. Strategies are relevant, equitable and purposeful. Students are engaged in multiple perceptual modes (seeing, speaking, hearing, moving, touching, doing). Mode of perception changes several times within a lesson.
			Enter Notes	
Talk 3C (3.3)	Lesson design and teacher actions do not provide students with meaningful opportunities to talk.	Teachers utilize content/course specific vocabulary. There are limited opportunities for students to talk.	Students utilize content/course specific vocabulary to make thinking visible or summarize what they have learned. Teacher provides multiple opportunities for all students to talk.	Students utilize content/course specific vocabulary to make thinking visible and or summarize what they have learned. Teacher provides multiple opportunities for all students to talk, showing a high level of inquisitiveness through complex questions or by leading a discussion.
			Enter Notes	
Scaffolds for Learning 3D (3.3)	Instruction is geared toward one type of learner. Appropriate guidance is not provided.	Differentiates and scaffolds instruction to accommodate some levels of students. Limited guidance is provided.	Differentiates and scaffolds instruction to accommodate student learning needs. Provides the appropriate degree of guidance for the given task.	Differentiates and scaffolds instruction to accommodate student learning needs. Provides the appropriate degree of guidance for the given task resulting in student independence.
			Enter Notes	
Adjustments 3E (4.2)	Formative assessments are absent and/or not utilized to adjust teaching plan.	Makes ad hoc instructional decisions without preparing for misconceptions. Limited use of formative assessments to adjust teaching plans and provide students feedback.	Makes intentional instructional decisions that anticipate student misconceptions. Appropriately uses formative assessment to adjust teaching plans and provide feedback to students.	Makes intentional instructional decisions that anticipate student misconceptions. Appropriately uses student self-assessment and formative assessment data to adjust teaching plans and provide feedback to students.
			Enter Notes	
Rubric Score: 0/0				

Instructional Strategies Evidence/Notes:

Standard 4: Management

SLSD Teacher Standard 4 Management

Criteria	Ineffective	Developing	Effective	Accomplished
Use of physical environment 4A (5.1)	Little to no teacher impact on space.	Designs and manages classroom space, materials, technology and resources to support lesson objectives.	Designs and manages classroom space, materials, technology and resources to support instructional objectives. Provides an inviting, comfortable space. Room displays are purposeful.	Designs and manages classroom space, materials, technology and resources to support instructional objectives. Provides students with a sense of ownership and an inviting, comfortable space. Room displays are purposeful and

Classroom Routines and Rituals 4B (5.2)

Routines are not established, students are not held accountable. Disruptions interfere with learning.

Routines are emerging and/or students are not held to a minimal level of accountability. Disruptions may interfere with learning.

Enter Notes

Routines are evident or explicitly brought to student's attention and students are held to a high level of accountability. Disruptions are minimized. Repertoire is established and utilized to deal with resistant students

Routines maximize learning and students are held to a high level of accountability. Students have ownership over the classroom routines and/or attempt to hold each other accountable.

Time Allocation and Efficiency 4C (new)

Time management is ineffective.

Time is managed to organize learning but does not maximize instructional time. Transitions may not be efficient.

Enter Notes

Time is deliberately managed in order to minimize disruptions, maximize instructional time and maximize student learning. Transitions are efficient.

Time is deliberately managed in order to minimize disruptions, maximize instructional time and maximize student learning. Transitions are seamless.

Enter Notes

Rubric Score: 0/0

Management Evidence/Notes:

Standard 5: Professional Practices

SLSD Teacher Standard 5 Professional Practices

Criteria	Ineffective	Developing	Effective	Accomplished
Professional Responsibility 5A (new)	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs. Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent, and/or has incident(s) leading to discipline at the district or state level.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs. Occasionally misses or is late to assignments, completes work late, and/or makes errors in records and/or has incident(s) leading to discipline at the district or state level.	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs. Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late to school.	Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Consistently fulfills all professional responsibilities to high standards. Demonstrates leadership in this area.
Professional Learning and Collaboration 5B (6.1)	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice. Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning, and/or has incident(s) leading to discipline at the district or state level.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice; and/or has incident(s) leading to discipline at the district or state level. Does not consistently collaborate with colleagues in ways that support productive team effort.	Seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities. Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element. Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Demonstrates leadership in this area.
Ethical Practices 5C (6.2)	Demonstrates poor judgment and/or discloses confidential student information inappropriately and/or has incident(s) leading to discipline at the district or state level.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information and/or has incident(s) leading to discipline at the district or state level.	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Demonstrates leadership in this area.
Communication 5D (6.3)	Rarely communicates promptly and respectfully with parents, colleagues, students and other stakeholders, reports progress or responds to concerns, and/or has incident(s) leading to discipline at the district or state level.	Inconsistently or ineffectively communicates promptly and respectfully with parents, colleagues, students and other stakeholders, reports progress or responds to concerns, and/or has incident(s) leading to discipline at the district or state level.	Communicates effectively, promptly and respectfully with parents, colleagues, students and other stakeholders, reports progress or responds to concerns.	In addition to earning an effective rating, demonstrates leadership by supporting others in communication with parents, colleagues and other stakeholders.

Enter Notes

Rubric Score: 0/0

Professional Practices Evidence/Notes:

Professional Development Requests

My request(s) relate to:

- Curriculum Planning
- Motivation
- Instructional Strategies
- Management
- Professional Practices

Details/Specifics of Request(s):

Other Comments:



Appendix D

Mid-Year Professional Practices Review

Teacher Professional Practices Mid-Year Review

Date:

Rate the teacher on Standard 5 (Professional Practices)

Standard 5: Professional Practices

SLSD Teacher Standard 5 Professional Practices

Criteria	Ineffective	Developing	Effective	Accomplished
Professional Responsibility 5A (new)	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs. Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent, and/or has incident(s) leading to discipline at the district or state level.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs. Occasionally misses or is late to assignments, completes work late, and/or makes errors in records and/or has incident(s) leading to discipline at the district or state level.	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs. Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late to school.	Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Consistently fulfills all professional responsibilities to high standards. Demonstrates leadership in this area.
<u>Enter Notes</u>				
Professional Learning and Collaboration 5B (6.1)	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice. Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning; and/or has incident(s) leading to discipline at the district or state level.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice; and/or has incident(s) leading to discipline at the district or state level. Does not consistently collaborate with colleagues in ways that support productive team effort.	Seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities. Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element. Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Demonstrates leadership in this area.
<u>Enter Notes</u>				
Ethical Practices 5C (6.2)	Demonstrates poor judgment and/or discloses confidential student information inappropriately and/or has incident(s) leading to discipline at the district or state level.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information and/or has incident(s) leading to discipline at the district or state level.	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Demonstrates leadership in this area.
<u>Enter Notes</u>				
Communication 5D (6.3)	Rarely communicates promptly and respectfully with parents, colleagues, students and other stakeholders, reports progress or responds to concerns, and/or has incident(s) leading to discipline at the district or state level.	Inconsistently or ineffectively communicates promptly and respectfully with parents, colleagues, students and other stakeholders, reports progress or responds to concerns, and/or has incident(s) leading to discipline at the district or state level.	Communicates effectively, promptly and respectfully with parents, colleagues, students and other stakeholders, reports progress or responds to concerns.	In addition to earning an effective rating, demonstrates leadership by supporting others in communication with parents, colleagues and other stakeholders.
<u>Enter Notes</u>				

Rubric Score: 0/0

Comments:

Appendix E

Probationary Performance Summary/Professional Practices Review

Teacher Probationary Evaluation/Professional Responsibility Mid-Year Review

This form is completed for all teachers in the district every year. The "Probationary Teacher" section is for teachers in their first 3 years of employment, and should be left blank if the teacher is not probationary.

Probationary Evaluation

In what ways has the probationary teacher met, failed to meet, or exceeded the SLSD standards, goal expectations, and job responsibilities? *

In what areas has the probationary teacher shown development and growth? *

In what specific areas does the probationary teacher need to demonstrate additional development and growth? *

Supervisor's Recommendation *

- Renewal of Probationary Contract
- Non-renewal of Probationary Contract
- Conditional Non-renewal of Probationary Contract
- Temporary Contract (through end of the year)
- Resignation

Other Comments?

If probationary teacher is conditionally non-renewed, please include specific areas to be considered when a final determination is made.

Standard 5: Professional Practices

Please rate the teacher up to this point in the year on this standard

SLSD Teacher Standard 5 Professional Practices

Criteria	Ineffective	Developing	Effective	Accomplished
Professional Responsibility 5A (new)	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all	Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all

rarely sharing responsibility for meeting their needs. Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent, and/or has incident(s) leading to discipline at the district or state level.

Limited contribution to their learning by inconsistently sharing responsibility for meeting their needs. Occasionally misses or is late to assignments, completes work late, and/or makes errors in records and/or has incident(s) leading to discipline at the district or state level.

their learning by sharing responsibility for meeting their needs. Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late to school.

Consistently fulfills all professional responsibilities to high standards. Demonstrates leadership in this area.

Professional Learning and Collaboration 5B (6.1)

Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice. Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning; and/or has incident(s) leading to discipline at the district or state level.

Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice; and/or has incident(s) leading to discipline at the district or state level. Does not consistently collaborate with colleagues in ways that support productive team effort.

Enter Notes

Seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities. Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.

Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element. Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Demonstrates leadership in this area.

Ethical Practices SC (6.2)

Demonstrates poor judgment and/or discloses confidential student information inappropriately and/or has incident(s) leading to discipline at the district or state level.

Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information and/or has incident(s) leading to discipline at the district or state level.

Enter Notes

Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.

Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Demonstrates leadership in this area.

Communication 5D (6.3)

Rarely communicates promptly and respectfully with parents, colleagues, students and other stakeholders, reports progress or responds to concerns, and/or has incident(s) leading to discipline at the district or state level.

Inconsistently or ineffectively communicates promptly and respectfully with parents, colleagues, students and other stakeholders, reports progress or responds to concerns, and/or has incident(s) leading to discipline at the district or state level.

Enter Notes

Communicates effectively, promptly and respectfully with parents, colleagues, students and other stakeholders, reports progress or responds to concerns.

In addition to earning an effective rating, demonstrates leadership by supporting others in communication with parents, colleagues and other stakeholders.

Enter Notes

Rubric Score: 0/0

Comments:

Appendix F

Growth Option

Teacher/Specialist Growth Option

User Information

Name: Demo Admin10
Building: None
Grade: None
Assigned Administrator: MCCASLINE, BRIAN
Saved By: N/A
Acknowledged By: N/A
Finalized By: N/A

Title:
Department: None
Evaluation Type: Collegial Plan On Year (3 OBS, 3 GO)
Evaluation Cycle: 08/01/2018 - 06/30/2019
Date Submitted: Incomplete
Date Acknowledged: Unacknowledged
Date Finalized : Unfinalized

Today's Date:

Number of Growth Options
This Activity is Worth:

Date of Activity (if more than one date include all dates):

Professional Growth Goal area of focus (Dimension of Quality Instruction identified with specifics, if applicable):

Describe Growth Option activity--What will you do?

What do you expect to learn? How will that learning show up in your professional practice?

REFLECTION

How did the activity go? What did you learn from the activity?

How will your new learning show up in an observable way to your building administrator; what should he/she be looking for?

Talking points to guide discussion between administrator and teacher as the Professional Growth Goal for the year is decided:

1. Based on your last ratings: What was a standard of strength? Which standard might need more growth?
2. Decide on the standard of focus for this year's professional growth goal.
3. How many growth options will the teacher complete this year?
4. What ideas does the teacher have for growth options in this area?
5. What ideas does the administrator have for growth options in the focus area?
6. Are there any unique opportunities around the school, district, or state that could support this growth?
7. Decide on the first half of required growth options and plan to review at mid-year

Appendix G

Quality Instruction Performance Summary

Quality Instruction Performance Summary

The *Quality Instruction Performance Summary* includes ratings from both the observation Rubric and progress toward meeting Teacher/Specialist Student Learning and Growth Goals. The *Quality Instruction Performance Summary* reflects professional practice and responsibilities, instructional performance and learning target results. In SLSD evaluations occur on a two-year cycle. Year one is an "off" or formative year, and observation data (if observations are chosen as growth options) is used to inform and improve practice. The second year is the "on" or summative year, and observations are formalized. The *Quality Instruction Performance Summary* is signed and submitted to the employee's personnel file. In a formative year, the *Quality Instruction Performance Summary* is used to reflect on progress toward professional growth and student learning. In a summative year this document is the document of record indicating continuation of employment, progression toward a Plan of Improvement, or termination.

Teacher Quality Instruction Performance Summary

The Quality Instruction Performance Summary includes ratings from both the Performance Rubric and progress towards meeting Student Learning and Growth Goals. Information about goals, including mid-year and end-of-year reflections by teachers/specialists are included in this form.

Student Learning and Growth Goals

Exceeds: 85% or more of students meet the goal and 25% or more exceed the goal. **Meets:** 85% or more of students meet the goal. **Nearly Meets:** 70-84.9% of students meet the goal. **Does Not Meet:** Less than 70% of students meet the goal.

Student Growth Goal/Targets #1

NONE

End of Year Reflection on Goal #1

NONE

Reported Goal #1 Results

NONE

SLSD SLG Learning Goal 1

Criteria	Does not meet the SLG Goal	Nearly meets the SLG Goal	Meets the SLG Goal	Exceeds the SLG Goal
Learning Goal #1:				
Enter Notes			Rubric Score: 0/0	

Student Growth Goal/Targets #2

NONE

End of Year Reflection Goal #2

NONE

Reported Goal #2 Results

NONE

SLSD SLG Learning Goal 2

Criteria	Does not meet the SLG Goal	Nearly meets the SLG Goal	Meets the SLG Goal	Exceeds the SLG Goal
Learning Goal #2:				
Enter Notes			Rubric Score: 0/0	

Standards of Quality Instruction

Standard 1: Curriculum Planning Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
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Curriculum Planning Average:

Comments:

Standard 2: Motivation Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
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Motivation Average:

Comments:

Standard 3: Instructional Strategies Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
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Instructional Strategies Average: _____

Comments:

Standard 4: Management Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
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Management Average: _____

Comments:

SLSD Teacher Standard 5 Professional Practices

Criteria	Ineffective	Developing	Effective	Accomplished
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Professional Responsibility 5A (new)	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs. Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent, and/or has incident(s) leading to discipline at the district or state level.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs. Occasionally misses or is late to assignments, completes work late, and/or makes errors in records and/or has incident(s) leading to discipline at the district or state level.	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs. Consistently fulfills professional responsibilities, is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late to school.	Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Consistently fulfills all professional responsibilities to high standards. Demonstrates leadership in this area.
---------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Professional Learning and Collaboration 5B (6.1)	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice. Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning; and/or has incident(s) leading to discipline at the district or state level.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice; and/or has incident(s) leading to discipline at the district or state level. Does not consistently collaborate with colleagues in ways that support productive team effort.	<p style="text-align: center;">Enter Notes</p> Seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities. Consistently and effectively collaborates with colleagues in such work as developing standards based units, examining student work, analyzing student performance, and planning appropriate intervention.	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element. Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Demonstrates leadership in this area.
---------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Ethical Practices 5C (6.2)	Demonstrates poor judgment and/or discloses confidential student information inappropriately and/or has incident(s) leading to discipline at the district or state level.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information and/or has incident(s) leading to discipline at the district or state level.	<p style="text-align: center;">Enter Notes</p> Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Demonstrates leadership in this area.
-----------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------

Communication 5D (6.3)	Rarely communicates promptly and respectfully with parents, colleagues, students and other stakeholders, reports progress or responds to concerns, and/or has incident(s) leading to discipline at the district or state level.	Inconsistently or ineffectively communicates promptly and respectfully with parents, colleagues, students and other stakeholders, reports progress or responds to concerns, and/or has incident(s) leading to discipline at the district or state level.	<p style="text-align: center;">Enter Notes</p> Communicates effectively, promptly and respectfully with parents, colleagues, students and other stakeholders, reports progress or responds to concerns.	In addition to earning an effective rating, demonstrates leadership by supporting others in communication with parents, colleagues and other stakeholders.
-------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

Enter Notes

Rubric Score: 0/0

Standard 5: Professional Practices Rubric Score Report

Rubric Progress Score Max Criteria Avg Last Completed

Professional Practices Average:

Comments:

Empty text box for comments.

General Comments:

Empty text box for general comments.

Overall Rating

Overall Rubric Score Report

Rubric Progress Score Max Criteria Avg Last Completed

Overall Average:

Overall Rating: N/A

Goals

	SLG Learning Goal 1				
	N/A	Level 4	Level 3	Level 2	Level 1
SLG Learning Goal 2	Level 4	Exceeds on both	Meets and Exceeds	Exceeds and Nearly Meets	Exceeds and Does Not Meet
	Level 3	Meets and Exceeds	Meets on Both	Meets and Nearly Meets	Meets and Does Not Meet
	Level 2	Exceeds and Nearly Meets	Meets and Nearly Meets	Nearly Meets on Both	Nearly Meets and Does Not Meet
	Level 1	Exceeds and Does Not Meet	Meets and Does Not Meet	Nearly Meets and Does Not Meet	Does Not Meet on Both

Overall Matrix

Overall Average of Standards	Student Learning and Growth Outcomes				
	N/A	Level 1	Level 2	Level 3	Level 4
Accomplished		COLLEGIAL PLAN	SELF-DIRECTED or COLLEGIAL PLAN	SELF-DIRECTED PROFESSIONAL GROWTH PLAN	SELF-DIRECTED PROFESSIONAL GROWTH PLAN
Effective		SELF-DIRECTED or COLLEGIAL PLAN	COLLEGIAL PLAN	COLLEGIAL PLAN	COLLEGIAL PLAN
Developing		CONSULTING PLAN	CONSULTING PLAN	CONSULTING PLAN	COLLEGIAL or CONSULTING PLAN
Ineffective		DIRECTED PLAN	DIRECTED PLAN	CONSULTING or DIRECTED PLAN	CONSULTING or DIRECTED PLAN

Evaluation Process Assigned for next year:

Additional Feedback

Significant Achievements: Focus Areas for Growth and/or additional comments: If the teacher was placed in a white box on the matrix, please include the results of your inquiry here.

Empty text box for additional feedback.

The following attachments are a part of this evaluation:

Artifacts

Name	Upload Date	Upload User	File	
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Appendix H

Quality Instruction Growth Matrix

Quality Instruction Growth Matrix

SLSD's *Quality Instruction Growth Matrix* for Teachers/Specialists is a tool designed to assist teachers/specialists in designing quality instruction, determining appropriate learning outcomes, and identifying areas for professional development and growth. The matrix is a leveled system with opposing axes. The horizontal axis contains the Student Learning and Growth Goals and is rated on a four point scale of *Does Not Meet, Nearly Meets, Meets, and Exceeds*. The vertical axis contains the overall average score on the *Standards of Quality Instruction Rubric* (Ineffective, Developing, Effective, and Accomplished). The intersection of these two axes determines the course of action for both mini-classroom observations and the focus of growth goals as determined collaboratively with the assigned administrator. Teachers and administrators will utilize the matrix to guide the creation of teacher/specialist professional growth plan.

OVERALL AVERAGE ON SLS STANDARDS

OVERALL AVERAGE ON SLS STANDARDS	Accomplished (4)	<p style="text-align: center;">COLLEGIAL PLAN</p> <p>*SLG INQUIRY due to LOW level of fidelity between measures.</p> <p style="text-align: center;">GREEN</p>	<p style="text-align: center;">FACILITATIVE or COLLEGIAL PLAN Determined post inquiry</p> <p>*SLG INQUIRY due to Some level of fidelity between measures.</p> <p style="text-align: center;">GREEN OR BLUE</p>	<p style="text-align: center;">SELF-DIRECTED PLAN</p> <p>"Off" years: * 3 goals conferences * 3 growth options</p> <p>"On" years: * 3 goals conferences * 2 mini observations * 2 growth options</p> <p>* Professional Growth Goal (developed by admin and teacher)</p>	<p style="text-align: center;">SELF-DIRECTED PLAN</p> <p>"Off" years: * 3 goals conferences * 3 growth options f</p> <p>"On" years: * 3 goals conferences * 2 mini observations * 2 growth options</p> <p>* Professional Growth Goal (developed by admin and teacher)</p>
	Effective (3)	<p style="text-align: center;">FACILITATIVE or COLLEGIAL PLAN</p> <p>Determined post inquiry</p> <p>*SLG INQUIRY due to Some level of fidelity between measures.</p> <p style="text-align: center;">YELLOW OR GREEN</p>	<p style="text-align: center;">COLLEGIAL PLAN</p> <p>"Off" Years: * 3 conferences * 4 growth options</p> <p>"On" Years: * 3 goals conferences * 3 mini observations * 3 growth options</p> <p>* Professional Growth Goal (developed by admin and teacher)</p>	<p style="text-align: center;">COLLEGIAL PLAN</p> <p>"Off" Years: * 3 conferences * 4 growth options</p> <p>"On" Years: * 3 goals conferences * 3 mini observations * 3 growth options</p> <p>* Professional Growth Goal (developed by admin and teacher)</p>	<p style="text-align: center;">COLLEGIAL PLAN</p> <p>"Off" Years: * 3 conferences * 4 growth options</p> <p>"On" Years: * 3 goals conferences * 3 mini observations * 3 growth options</p> <p>* Professional Growth Goal (developed by admin and teacher)</p>
	Developing (2)	<p style="text-align: center;">CONSULTING PLAN</p> <p>"Off" Years: * 3 goal conferences * 5 mini observations * 2 growth options</p> <p>"On" Years: * 3 goal conferences * 7 mini observations * 3 growth options</p> <p>* Professional Growth Goal (developed by admin and teacher)</p>	<p style="text-align: center;">CONSULTING PLAN</p> <p>"Off" Years: * 3 goal conferences * 5 mini observations * 2 growth options</p> <p>"On" Years: * 3 goal conferences * 7 mini observations * 3 growth options</p> <p>* Professional Growth Goal (developed by admin and teacher)</p>	<p style="text-align: center;">CONSULTING PLAN</p> <p>"Off" Years: * 3 goal conferences * 5 mini observations * 2 growth options</p> <p>"On" Years: * 3 goal conferences * 7 mini observations * 3 growth options</p> <p>* Professional Growth Goal (developed by admin and teacher)</p>	<p style="text-align: center;">COLLEGIAL or CONSULTING PLAN</p> <p>Determined post inquiry</p> <p>*PP/PR INQUIRY due to Some level of fidelity between measures.</p> <p style="text-align: center;">YELLOW OR GREEN</p>
	Ineffective (1)	<p style="text-align: center;">DIRECTED PLAN</p> <p>"Off" Years: * 3 goal conferences * 6 mini observations * 1 growth options</p> <p>"On" Years: * 3 goal conferences * 7 mini observations * 1 growth options</p> <p>* Professional Growth Goal (developed by admin and teacher)</p>	<p style="text-align: center;">DIRECTED PLAN</p> <p>"Off" Years: * 3 goal conferences * 6 mini observations * 2 growth options</p> <p>"On" Years: * 3 goal conferences * 7 mini observations * 3 growth options</p> <p>* Professional Growth Goal (developed by admin and teacher)</p>	<p style="text-align: center;">COLLEGIAL or DIRECTED PLAN</p> <p>Determined post inquiry</p> <p>*PP/PR INQUIRY due to Some level of fidelity between measures.</p> <p style="text-align: center;">YELLOW OR RED</p>	<p style="text-align: center;">CONSULTING PLAN</p> <p>*PP/PR INQUIRY due to LOW level of fidelity between measures.</p> <p style="text-align: center;">YELLOW</p>
		Does Not Meet on both goals, or Nearly Meets and Does Not Meet	Nearly Meets on both or Meets and Nearly Meets, or Meets and Does Not Meet, or Exceeds and Does Not Meet	Meets on both, or Meets and Exceeds, or Exceeds and Nearly Meets.	Exceeds on both goals.

STUDENT LEARNING AND GROWTH OUTCOMES

Appendix I

Matrix Requirements and Parameters

Vertical Axis: Professional Practice and Professional Responsibilities (PP/PR—SLSD 6 Dimensions of Quality Instruction)

The evaluator will need to determine the Domain scores based on data from teacher observations. This is done by averaging observation scores in domains 1-5, determining a whole-number score for each domain, and then averaging those 5 domain scores. For domain 6, the mid-year Professional Responsibility Review, progress on Professional Growth Goals, and informal observations by evaluator will be used to figure the domain score.

The evaluator will then use the following thresholds to determine PP/PR level*:

3.6 - 4.0 = Accomplished (4) on 6 Dimensions of Quality Instruction

2.81-3.59 = Effective (3) on 6 Dimensions of Quality Instruction

1.99 - 2.8 = Developing (2) on 6 Dimensions of Quality Instruction

< 1.99 = Ineffective (1) on 6 Dimensions of Quality Instruction

*6 Dimensions of Quality Instruction Scoring Rule: If the educator scores 1's in two domains, and his/her average score falls between 1.99-2.499, the educator's performance level cannot be rated above Ineffective (1).

Horizontal Axis: Student Learning and Growth (SLG)

After the teacher's 6 Dimensions of Quality Instruction performance level is determined, their Professional Growth Plan and summative performance level is then found by looking at the educator's rating on SLG goals. The level of performance on SLG will be determined by scoring the SLG goals using the Oregon SLG Goal scoring rubric (on page 6). All teachers will set two SLG goals annually. Teachers are on a two-year evaluation cycle, and will select two of the four goals in a cycle collaboratively with their evaluator to be included in their summative evaluation. Math and ELA teachers (grades 3-8 and 11) and must use Category 1 assessments for one of the two goals.

1. Score the SLG goals using the SLG Scoring Rubric;
2. Get a rating between 1 and 4 for SLG;
3. Use the thresholds below to determine SLG level;
4. Find the SLG performance level (1-4) on the X-Axis of the matrix.

Level 1

You could score:
1 on both goals, or
1 on one goal & 2 on
one goal

Level 2

You could score:
2 on both goals, or
2 on one goal &
3 on one goal, or
3 on one goal &
1 on one goal, or
4 on one goal &
1 on one goal

Level 3

You could score:
3 on both goals, or
3 on one goal & 4 on
one goal, or
4 on one goal & 2 on
one goal

Level 4

*You must score 4 on
both goals*

Student Learning and Growth Inquiry Process (SLG Inquiry):

In order to determine an educator's Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:

- Collaboratively examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on classroom, school, school district and state-based tools and practices; etc.
- Collaboratively examine circumstances which may include one or more of the following: Goal setting process including assessment literacy; content and expectations; extent to which standards, curriculum and assessment are aligned; etc.

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

Appendix J

Specialist Performance Standards

In the fall of 2013, a committee consisting of specialists and a district representative modified the 6-Dimensions of Quality Instruction for Specialists. It was evident that the 6-dimensions did not adequately provide standards for Specialists, a category of employee that includes nurses, counselors, speech pathologists, and school psychologists. The expectations set forth in this Teacher Evaluation handbook apply equally to Specialists. Specialists will create goals and be observed and evaluated using the same process that is used for teachers. Only the standards by which they are measured are different.

SPECIALIST OBSERVATION

Instructions: Please evaluate the specialist according to the SLSD Performance Standards for Specialists. No marks for a particular standard indicates that it was not observed.

Specialist: [DirectReport.FullName]

Supervisor: [Evaluator.FullName]

School: [DirectReport.Location]

Date and Time/Period

Nature of Meeting/Activity:

After reviewing the Pre-Observation form, and discussing it with the specialist, please include any comments, things to look for, or concerns below: *

1.0 Purpose

Please evaluate specialist in the **area of Purpose**. Reflect on the level that best describes what you see in the classroom/ meeting.

	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Accomplished</i>	<i>N/A</i>
1.1 Goals Appropriate to the Setting and Participants	Activity organized/ led by specialist was poorly planned. The goal of the activity was unclear to participants.	Activity organized/ led by specialist suggested a moderate level of planning. Some participants seemed to comprehend the activity purpose, but goals were not explicitly communicated by specialist.	Activity organized/ led by specialist was well planned and supportive of school/district priorities. Activity goals were made explicit to participants.	Activity organized/ led by specialist demonstrated thorough planning. Goals were aligned with school/district priorities and were made explicit to participants. Specialist communicated with participants to ensure activity goals were met.	

Purpose

Comments

2.0 Engagement

Please evaluate the specialist in the area of **Engagement**.

	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Accomplished</i>	<i>N/A</i>
Communication	Specialist's interaction with students, colleagues and/or parents during the observed activity was negative and disrespectful. This interaction was counterproductive to a positive school culture.	Specialist's interaction with students, colleagues and/or parents during the observed event was generally positive and respectful but lacked clarity.	Specialist's interaction with students, colleagues and/or parents during the observed event was positive and respectful. The intended message was generally clear and effectively communicated. The interaction contributed to a	Specialist's interaction with students, colleagues and/or parents during the observed event was positive and respectful. The intended message was exceptionally clear, effective and responsive to the needs of participants. This	

positive school culture.

Interaction exemplified the school's target for a positive school climate.

Student Engagement Comments

3.0 Professional Responsibilities

Please evaluate the specialist in the area of **Professional Responsibilities**.

	<i>Ineffective (1)</i>	<i>Developing (2)</i>	<i>Effective (3)</i>	<i>Accomplished (4)</i>
3.1 Content Knowledge	Information provided by the specialist was inaccurate and counterproductive to school goals. A lack of critical professional skills and knowledge appeared evident.	Information provided by the specialist was generally accurate but somewhat lacking in detail and completeness.	Information provided by the specialist was complete and accurate. A solid understanding of critical professional skills and knowledge was evident.	Information provided by the specialist was complete and accurate. It was evident that the specialist possesses an expertise in this area of professional skills and knowledge that exceeds the norm.

3.2

	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Accomplished</i>	<i>N/A</i>
3.2 Referrals and Intervention	Specialist's response to the referral/request for assistance lacked necessary follow through and/or was unreasonably delayed.	Specialist's response to referral/request for assistance demonstrated some evidence of follow through, but lacked the completeness and/or timeliness to provide an expected level of benefit.	Specialist's response to referral/request for assistance demonstrated adequate follow through and timeliness. The outcome would be expected to provide reasonable benefit to the requestor.	Specialist's response to referral/request for assistance demonstrated rapid and complete follow through. The outcome is likely to meet or exceed the expectations of the requestor.	

3.3

	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Accomplished</i>	<i>N/A</i>
3.3 State and Federal Regulations	Specialist's work in this instance demonstrates a significant lack of understanding for and/or adherence to government regulations/district policies.	Specialist's work in this instance demonstrates an incomplete understanding of and/or adherence to government regulations/district policies.	Specialist's work in this instance demonstrates an adequate understanding of and/or adherence to government regulations/district policies.	Specialist's work in this instance demonstrates a high level of expertise related to government regulations/district policies.	

3.4

	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Accomplished</i>	<i>N/A</i>
3.4 Professional Participation	Specialist's participation in the	Specialist's participation in the	Specialist was actively engaged	Specialist took an active and	

observed professional activity was inappropriate or essentially nonexistent.

observed professional activity was generally passive with minimal contribution or engagement.

during the professional activity. Their contributions were beneficial to the overall outcome of the activity.

productive leadership role in the observed professional activity. Their contributions were critical to the success of the activity.

*Professional Responsibilities
Comments*

4.0 Specialized Assessment

*Please evaluate the specialist in the area of **Specialized Assessment**.*

	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Accomplished</i>	<i>N/A</i>
<i>4.1 Specialized Assessments</i>	Specialist's work in this instance demonstrated a significant lack of understanding for assessment procedures or data interpretation that could normally be expected from a professional in their role.	Specialist's work in this instance demonstrated a general understanding of assessment procedures or data interpretation, although some minor areas of incomplete or inaccurate analysis was noted.	Specialist's work in this instance demonstrated a solid understanding of assessment procedures or data interpretation.	Specialist's work in this instance demonstrated a high level of expertise for assessment procedures or data interpretation. This work could be an exemplary learning example for other professionals.	

*Specialized Assessments
Comments*

General Comments

Next Steps

If debrief was done in person, please write in date

Appendix K

Specialist Observation Rubric

Specialist Mini-Observation

Instructions: Please evaluate the specialist according to the SLSD Performance Standards for Specialists. No marks for a particular standard indicates that it was not observed.

Date:

Time/Period:

Nature of Meeting/Activity:

1.0 Purpose

Please evaluate specialist in the area of Purpose. Reflect on the level that best describes what you see in the classroom/meeting.

SLSD Specialist Observation 1

Criteria	Ineffective	Developing	Effective	Accomplished
1.1 Goals Appropriate to the Setting and Participants	Activity organized/led by specialist was poorly planned. The goal of the activity was unclear to participants.	Activity organized/led by specialist suggested a moderate level of planning. Some participants seemed to comprehend the activity purpose, but goals were not explicitly communicated by specialist.	Activity organized/led by specialist was well planned and supportive of school/district priorities. Activity goals were made explicit to participants.	Activity organized/led by specialist demonstrated thorough planning. Goals were aligned with school/district priorities and were made explicit to participants. Specialist communicated with participants to ensure activity goals were met.
Enter Notes				
Rubric Score: 0/0				

*N/A Rubric (Insufficient Evidence)

Criteria	Insufficient Evidence
N/A	<div style="text-align: right; padding-right: 50px;"> Enter Notes </div>

Purpose Comments:

2.0 Engagement

Please evaluate the specialist in the area of Engagement.

SLSD Specialist Observation 2

Criteria	Ineffective	Developing	Effective	Accomplished
Communication	Specialist's interaction with students, colleagues and/or parents during the observed activity was negative and disrespectful. This interaction was counterproductive to a positive school culture.	Specialist's interaction with students, colleagues and/or parents during the observed event was generally positive and respectful but lacked clarity.	Specialist's interaction with students, colleagues and/or parents during the observed event was positive and respectful. The intended message was generally clear and effectively communicated. The interaction contributed to a positive school culture.	Specialist's interaction with students, colleagues and/or parents during the observed event was positive and respectful. The intended message was exceptionally clear, effective and responsive to the needs of participants. This interaction exemplified the school's target for a positive school climate.

[Enter Notes](#)

Rubric Score: 0/0

*N/A Rubric (Insufficient Evidence)

Criteria

Insufficient Evidence

N/A

[Enter Notes](#)

Student Engagement Comments:

3.0 Professional Responsibilities

Please evaluate the specialist in the area of Professional Responsibilities.

SLSD Specialist Observation 3

Criteria	Ineffective	Developing	Effective	Accomplished
3.1 Content Knowledge	Information provided by the specialist was inaccurate and counterproductive to school goals. A lack of critical professional skills and knowledge appeared evident.	Information provided by the specialist was generally accurate but somewhat lacking in detail and completeness.	Information provided by the specialist was complete and accurate. A solid understanding of critical professional skills and knowledge was evident.	Information provided by the specialist was complete and accurate. It was evident that the specialist possesses an expertise in this area of professional skills and knowledge that exceeds the norm.
3.2 Referral and Intervention	Specialist's response to the referral/request for assistance lacked necessary follow through and/or was unreasonably delayed.	Specialist's response to referral/request for assistance demonstrated some evidence of follow through, but lacked the completeness and/or timeliness to provide an expected level of benefit.	Enter Notes Specialist's response to referral/request for assistance demonstrated adequate follow through and timeliness. The outcome would be expected to provide reasonable benefit to the requestor.	Specialist's response to referral/request for assistance demonstrated rapid and complete follow through. The outcome is likely to meet or exceed the expectations of the requestor.
3.3 State and Federal Regulations	Specialist's work in this instance demonstrates a significant lack of understanding for and/or adherence to government regulations/district policies.	Specialist's work in this instance demonstrates an incomplete understanding of and/or adherence to government regulations/district policies.	Enter Notes Specialist's work in this instance demonstrates an adequate understanding of and/or adherence to government regulations/district policies.	Specialist's work in this instance demonstrates a high level of expertise related to government regulations/district policies.
3.4 Professional Participation	Specialist's participation in the observed professional activity was inappropriate or essentially nonexistent.	Specialist's participation in the observed professional activity was generally passive with minimal contribution or engagement.	Enter Notes Specialist was actively engaged during the professional activity. Their contributions were beneficial to the overall outcome of the activity.	Specialist took an active and productive leadership role in the observed professional activity. Their contributions were critical to the success of the activity.

[Enter Notes](#)

Rubric Score: 0/0

*N/A Rubric (Insufficient Evidence)

Criteria

Insufficient Evidence

N/A

[Enter Notes](#)

Professional Responsibilities Comments:

4.0 Specialized Assessment

Please evaluate the specialist in the area of Specialized Assessment.

SLSD Specialist Observation 4

Criteria	Ineffective	Developing	Effective	Accomplished
4.1 Specialized Assessments	Specialist's work in this instance demonstrated a significant lack of understanding for assessment procedures or data interpretation that could normally be expected from a professional in their role	Specialist's work in this instance demonstrated a general understanding of assessment procedures or data interpretation, although some minor areas of incomplete or inaccurate analysis was noted.	Specialist's work in this instance demonstrated a solid understanding of assessment procedures or data interpretation.	Specialist's work in this instance demonstrated a high level of expertise for assessment procedures or data interpretation. This work could be an exemplary learning example for other professionals.

[Enter Notes](#)

Rubric Score: 0/0

*N/A Rubric (Insufficient Evidence)

Criteria	Insufficient Evidence
N/A	

[Enter Notes](#)

Specialized Assessments Comments:

General Comments:

Next Steps:

Appendix L

Specialist Reflection Tool

Specialist Reflection Tool

Date:

Instructions: Please evaluate yourself according to the 6 Dimensions of Quality Instruction. Refer to the Quality InstructionGrowth Matrix (Appendix D). You may not have comments or professional development requests for every area. Please be as specific as you can with your PD requests. This is a conversation piece between you and your assigned administrator. Evidence could be in the form of written rationale or physical evidence such as artifacts.

Grade level(s)/Subject(s) taught:

Mid-Year Reflection on 6 Dimensions of Quality Instruction

1.0 Purpose

Please evaluate yourself in the area of Purpose. Reflect on the level that best describes the development of Purpose in your duties.

SLSD Specialist Observation Dimension 1

Criteria	Ineffective	Developing	Effective	Accomplished
1.1 Goals Appropriate to the Setting and Participants	Activity organized/ led by specialist was poorly planned. The goal of the activity was unclear to participants.	Activity organized/ led by specialist suggested a moderate level of planning. Some participants seemed to comprehend the activity purpose, but goals were not explicitly communicated by specialist.	Activity organized/ led by specialist was well planned and supportive of school/district priorities. Activity goals were made explicit to participants.	Activity organized/ led by specialist demonstrated thorough planning. Goals were aligned with school/district priorities and were made explicit to participants. Specialist communicated with participants to ensure activity goals were met.

[Enter Notes](#)

Rubric Score: 0/0

Please provide reflection/evidence for your evaluation in the area of Purpose:

2.0 Engagement

Please evaluate yourself in the area of Engagement. Reflect on the level that best describes the development of Engagement in your duties.

SLSD Specialist Observation Dimension 2

Criteria	Ineffective	Developing	Effective	Accomplished
Communication	Specialist's interaction with students, colleagues and/or parents during the observed activity was negative and disrespectful. This interaction was counterproductive to a positive school culture.	Specialist's interaction with students, colleagues and/or parents during the observed event was generally positive and respectful but lacked clarity.	Specialist's interaction with students, colleagues and/or parents during the observed event was positive and respectful. The intended message was generally clear and effectively communicated. The interaction contributed to a positive school culture.	Specialist's interaction with students, colleagues and/or parents during the observed event was positive and respectful. The intended message was exceptionally clear, effective and responsive to the needs of participants. This interaction exemplified the school's target for a positive school climate.

[Enter Notes](#)

Rubric Score: 0/0

Please provide reflection/evidence for your evaluation in the area of Engagement:

3.0 Professional Responsibilities

Please evaluate yourself in the area of Professional Responsibilities. Reflect on the level that best describes the development of Professional Responsibilities in your duties.

SLSD Specialist Observation Dimension 3

Criteria	Ineffective	Developing	Effective	Accomplished
3.1 Content Knowledge	Information provided by the specialist was inaccurate and counterproductive to school goals. A lack of critical professional skills and knowledge appeared evident.	Information provided by the specialist was generally accurate but somewhat lacking in detail and completeness.	Information provided by the specialist was complete and accurate. A solid understanding of critical professional skills and knowledge was evident.	Information provided by the specialist was complete and accurate. It was evident that the specialist possesses an expertise in this area of professional skills and knowledge that exceeds the norm.
3.2 Referral and Intervention	Specialist's response to the referral/request for assistance lacked necessary follow through and/or was unreasonably delayed.	Specialist's response to referral/request for assistance demonstrated some evidence of follow through, but lacked the completeness and/or timeliness to provide an expected level of benefit.	Specialist's response to referral/request for assistance demonstrated adequate follow through and timeliness. The outcome would be expected to provide reasonable benefit to the requestor.	Specialist's response to referral/request for assistance demonstrated rapid and complete follow through. The outcome is likely to meet or exceed the expectations of the requestor.
			Enter Notes	
3.3 State and Federal Regulations	Specialist's work in this instance demonstrates a significant lack of understanding for and/or adherence to government regulations/district policies.	Specialist's work in this instance demonstrates an incomplete understanding of and/or adherence to government regulations/district policies.	Specialist's work in this instance demonstrates an adequate understanding of and/or adherence to government regulations/district policies.	Specialist's work in this instance demonstrates a high level of expertise related to government regulations/district policies.
			Enter Notes	
3.4 Professional Participation	Specialist's participation in the observed professional activity was inappropriate or essentially nonexistent.	Specialist's participation in the observed professional activity was generally passive with minimal contribution or engagement.	Specialist was actively engaged during the professional activity. Their contributions were beneficial to the overall outcome of the activity.	Specialist took an active and productive leadership role in the observed professional activity. Their contributions were critical to the success of the activity.
			Enter Notes	

Rubric Score: 0/0

Please provide reflection/evidence for your evaluation in the area of Professional Responsibilities:

4.0 Assessments

Please evaluate yourself in the area of Assessment. Reflect on the level that best describes the development of Assessment in your duties.

SLSD Specialist Observation Dimension 4

Criteria	Ineffective	Developing	Effective	Accomplished
4.1 Specialized Assessments	Specialist's work in this instance	Specialist's work in this instance	Specialist's work in this instance	Specialist's work in this instance

demonstrated a significant lack of understanding for assessment procedures or data interpretation that could normally be expected from a professional in their role.

demonstrated a general understanding of assessment procedures or data interpretation, although some minor areas of incomplete or inaccurate analysis was noted.

demonstrated a solid understanding of assessment procedures or data interpretation.

demonstrated a high level of expertise for assessment procedures or data interpretation. This work could be an exemplary learning example for other professionals.

[Enter Notes](#)

Rubric Score: 0/0

Please provide reflection/evidence for your evaluation in the area of Assessment:

Professional Development Requests

My request(s) relate to:

- 1.0 - Purpose
- 2.0 - Engagement
- 3.0 - Professional Responsibilities
- 4.0 - Assessment

Details/Specifics of Request(s):

Please be as specific as you can with your PD request

Other comments:

Appendix M

Specialist Mid-Year Review/Probationary Evaluation

Specialist Mid-Year Review/Probationary Evaluation

For non-probationary employees, please skip to the rating at the end of the form.

Date:

In what ways has the probationary specialist met, failed to meet, or exceeded the standards (4 Dimensions), goal expectations, and job responsibilities?

In what areas has the probationary specialist shown development and growth?

In what specific areas does the probationary specialist need to demonstrate additional development and growth?

Supervisor Recommendation:

Additional Comments:

If probationary specialist is conditionally non-renewed, please include specific areas to be considered when a final determination is made.

Dimension 3: Professional Responsibility

SLSD Specialist Observation 3

Criteria	Ineffective	Developing	Effective	Accomplished
3.1 Content Knowledge	Information provided by the specialist was inaccurate and counterproductive to school goals. A lack of critical professional skills and knowledge appeared evident.	Information provided by the specialist was generally accurate but somewhat lacking in detail and completeness.	Information provided by the specialist was complete and accurate. A solid understanding of critical professional skills and knowledge was evident.	Information provided by the specialist was complete and accurate. It was evident that the specialist possesses an expertise in this area of professional skills and knowledge that exceeds the norm.
3.2 Referral and Intervention	Specialist's response to the referral/request for assistance lacked necessary follow through and/or was unreasonably delayed.	Specialist's response to referral/request for assistance demonstrated some evidence of follow through, but lacked the	Specialist's response to referral/request for assistance demonstrated adequate follow through and timeliness. The	Specialist's response to referral/request for assistance demonstrated rapid and complete follow through. The outcome is likely to

Enter Notes

3.3 State and Federal Regulations

Specialist's work in this instance demonstrates a significant lack of understanding for and/or adherence to government regulations/district policies.

or timeliness to provide an expected level of benefit.

Specialist's work in this instance demonstrates an incomplete understanding of and/or adherence to government regulations/district policies.

expected to provide reasonable benefit to the requestor.

Enter Notes

Specialist's work in this instance demonstrates an adequate understanding of and/or adherence to government regulations/district policies.

expectations of the requestor.

Specialist's work in this instance demonstrates a high level of expertise related to government regulations/district policies.

3.4 Professional Participation

Specialist's participation in the observed professional activity was inappropriate or essentially nonexistent.

Specialist's participation in the observed professional activity was generally passive with minimal contribution or engagement.

Enter Notes

Specialist was actively engaged during the professional activity. Their contributions were beneficial to the overall outcome of the activity.

Specialist took an active and productive leadership role in the observed professional activity. Their contributions were critical to the success of the activity.

Enter Notes

Rubric Score: 0/0

Comments:

Appendix N

Specialist Quality Performance Summary

Specialist Quality Instruction Performance Summary

The Quality Instruction Performance Summary includes ratings from both the Performance Rubric and progress towards meeting Student Learning and Growth Goals. Information about goals, including mid-year and end-of-year reflections by teachers/specialists are included in this form.

Student Learning and Growth Goals

Exceeds: 85% or more of students meet the goal and 25% or more exceed the goal. Meets: 85% or more of students meet the goal. Nearly Meets: 70-84.9% of students meet the goal. Does Not Meet: Less than 70% of students meet the goal.

Student Growth Goal/Targets #1

NONE

End of Year Reflection on Goal #1

NONE

Reported Goal #1 Results

NONE

SLSD SLG Learning Goal 1

Criteria	Does not meet the SLG Goal	Nearly meets the SLG Goal	Meets the SLG Goal	Exceeds the SLG Goal
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Learning Goal #1:

[Enter Notes](#)

Rubric Score: 0/0

Student Growth Goal/Targets #2

NONE

End of Year Reflection Goal #2

NONE

Reported Goal #2 Results

NONE

SLSD SLG Learning Goal 2

Criteria	Does not meet the SLG Goal	Nearly meets the SLG Goal	Meets the SLG Goal	Exceeds the SLG Goal
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Learning Goal #2:

[Enter Notes](#)

Rubric Score: 0/0

Standards of Quality Instruction

Dimension 1: Purpose

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
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Purpose Average:

Comments:

Dimension 2: Engagement

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
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Engagement Average:

Comments:

Dimension 3: Professional Responsibilities

Rubric Progress Score Max Criteria Avg Last Completed

Professional Responsibilities Average:

Comments:

Dimension 4: Specialized Assessment

Rubric Progress Score Max Criteria Avg Last Completed

Specialized Assessment Average:

Comments:

General Comments:

Overall Rating

Overall Rubric Score Report

Rubric Progress Score Max Criteria Avg Last Completed

Overall Average:

Overall Rating: N/A

Goals

	SLG Learning Goal 1				
	N/A	Level 4	Level 3	Level 2	Level 1
SLG Learning Goal 2	Level 4	Exceeds on both	Meets and Exceeds	Exceeds and Nearly Meets	Exceeds and Does Not Meet
	Level 3	Meets and Exceeds	Meets on Both	Meets and Nearly Meets	Meets and Does Not Meet
	Level 2	Exceeds and Nearly Meets	Meets and Nearly Meets	Nearly Meets on Both	Nearly Meets and Does Not Meet
	Level 1	Exceeds and Does Not Meet	Meets and Does Not Meet	Nearly Meets and Does Not Meet	Does Not Meet on Both

Overall Matrix

	Student Learning and Growth Outcomes				
	N/A	Level 1	Level 2	Level 3	Level 4
Overall Average of Standards	Accomplished	COLLEGIAL PLAN	SELF-DIRECTED or COLLEGIAL PLAN	SELF-DIRECTED PROFESSIONAL GROWTH PLAN	SELF-DIRECTED PROFESSIONAL GROWTH PLAN
	Effective	SELF-DIRECTED or COLLEGIAL PLAN	COLLEGIAL PLAN	COLLEGIAL PLAN	COLLEGIAL PLAN
	Developing	CONSULTING PLAN	CONSULTING PLAN	CONSULTING PLAN	COLLEGIAL or CONSULTING PLAN
	Ineffective	DIRECTED PLAN	DIRECTED PLAN	CONSULTING or DIRECTED PLAN	CONSULTING or DIRECTED PLAN

Evaluation Process
Assigned for next year:

Additional Feedback

Significant Achievements: Focus Areas for Growth and/or additional comments:
If the teacher was placed in a white box on the matrix, please include the results of your inquiry here.

The following attachments are a part of this evaluation:

Artifacts

Name	Upload Date	Upload User	File	
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