



Yamhill Carlton School District Licensed Evaluation Handbook

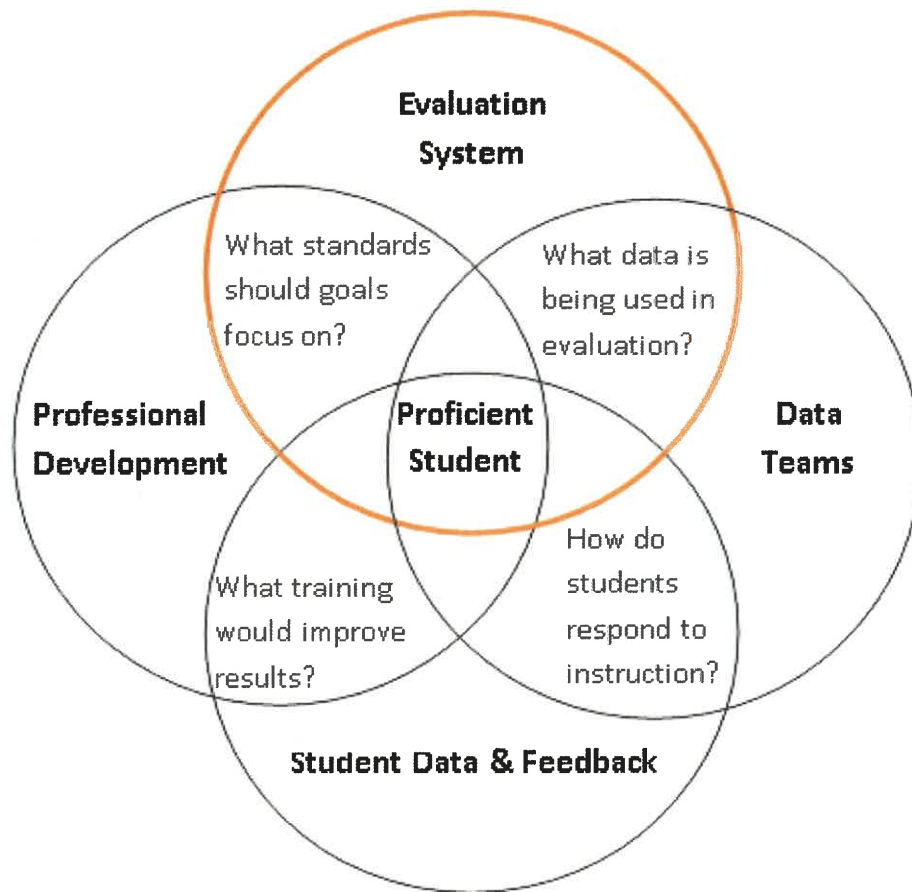



Table Of Contents

Introduction	3
Evaluation Cycle for Teacher Effectiveness	4
Definitions of Measurement Tools	5
Goal Setting Process	5
SMART Goal Example Format	6
Evaluation Cycle	7

Introduction

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

Strategic Plan - Mission and Vision



**YAMHILL CARLTON
SCHOOL DISTRICT**

HOME OF THE TIGERS

VISION

Our vision is that all students are prepared to positively contribute to their community and the world.

MISSION

Our mission is to champion the growth of the whole student with highly effective learning practices.

VALUES

COMMITMENT

We educate passionately and with excellence, having high expectations for all students, inspiring curiosity and enthusiasm for life-long learning.

INTEGRITY

We build relationships based on trust, respect, accountability, and transparency.

COMPASSION

We lead by serving others with friendly, empathetic, and thoughtful hearts and minds.

RESILIENCY

We are resourceful and innovative in navigating change and overcoming challenges.

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).

Timelines for the Evaluation Process

This evaluation cycle will include the following timelines:

Beginning of the Year -

- By the end of October, teachers will set three goals, each based on a standard from the district’s adopted standards for teacher evaluation as well as present PD and data collection plans. A teacher will target his or her professional development (PD) to accomplish the goals. Data team work should be part of the plan. One of the goals must be focused on student growth such as State Testing Results, DIBELS, I-Ready, etc.

Middle of the Year -

- By the end of January or June the Supervisor or Teacher can administer a Student Feedback Survey.
- By the end of February - Administrator completes a Mid Year Check In with each teacher on goals, PD Plan and data collection process.
- By March 15th - Teachers who are being recommended for Non-Renewal or Non-Extension of their contract are informed by the administrator and school board.

End of the Year -

- By the end of May - Teacher completes a Self-Evaluation.
- By the last contract work day, teachers will receive an evaluation, review data and discuss goals for the next school year.

Goal Setting Process

Student learning and growth are significant factors for teacher evaluation and are integral to the YCSD evaluation process. Goal setting for student learning is an important process for all YCSD educators. Rigorous, measurable goals provide a clear path for teachers to measure student learning and growth.

SLO's (Student Learning Objectives) may be written as individual goals or team goals focusing on teacher actions. They are written in collaboration with the building administrator. SLO's drive the work of an individual or team resulting in improved student achievement.

SLO's must be written in the SMART goal format. SMART goals have five critical components:

- Component 1 – Specific, the goal is focused such as by content area and by student needs.
- Component 2 – Measureable, an appropriate instrument or measure is selected to assess the goal.
- Component 3 – Appropriate, the goal is clearly related to the role and responsibilities of the teacher.
- Component 4 – Realistic, the goal is attainable.
- Component 5 – Time-bound, the goal is contained to a single school year.

Professional Growth

Individual reflection on the *YCSD Performance Rubric* should assist each teacher in identifying skills for improvement during the following year. Skills targeted for professional development are included in SLO as action steps and strategies.

Multiple Measures of Student Progress

Types of Measures	Examples Include, but are not limited to:
<ul style="list-style-type: none">● State Assessments● Commercially developed assessments that include pre- and post- measures● Locally developed assessments that include pre- and post-measures● Proficiency-based assessment systems● Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance	<ul style="list-style-type: none">● ACT, I-Ready, EasyCBM, AP, DIBELS● Other national measures● Common assessments approved by the district or state as valid● Reliable and able to be scored comparably across schools or classrooms (includes PLC developed assessments)

Classroom Observations

Classroom observations are an important component of the evaluation and feedback cycle. Both formal classroom observations and mini-classroom observations may be used.

Formal Classroom Observations

Formal classroom observations include:

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

Mini-Classroom Observations

A mini classroom observation is typically 30 minutes or less by the assigned administrator. Written feedback will be given to the teacher following each mini observation.

Evaluation Tools

Performance Rubric

The Yamhill Carlton School District's (YCSD) *Performance Rubric* is the scoring guide to assess each of the 6 standards and 21 sub-standards. The rubric spells out the dimensions of quality instruction our district expects in every classroom and couples it with a rating level system (4 Levels) as required by the Oregon Framework for Teacher and Administrator Evaluation and Support Systems. The levels are from weakest to strongest: *Does not meet, Developing, Proficient and Exceeds* with quality descriptors for each sub-dimension.

Teachers will use the rubric to assist with setting annual goals and measuring their own performance. Administrators will use the rubric to assess the attainment and growth of each dimension as supported by classroom observation data. (See Resource Document)

Summative and Formative Evaluations

Evaluations include ratings from both the Performance Rubric and progress toward meeting each teacher's Student Learning Objectives (SLO's). The *Summative Evaluation* reflects professional practice and responsibilities, instructional performance and learning target results.

In YCSD evaluations occur on a two-year cycle. Year one is an "off" or formative year, and observation data is used to inform and improve practice. The second year is the "on" or summative year, and observations are formalized.

Evaluations are signed and submitted to the employee's personnel file. In a summative year this document is the document of record indicating continuation of employment, progression toward a Plan of Improvement, or termination.

Evaluation Requirements

All teachers will receive an annual formative or summative evaluation.

Contract Teachers

Contract teachers have a two-year evaluation cycle with one year identified as a summative or “On” year, and the other year identified as a formative or “Off” year. The following items identify the key components of each evaluation year.

1. Summative Evaluation Year (“On-Cycle” year)

- 3 goals conferences to set goals, monitor progress on goals and evaluate and reflect on them.
- 1 Formal Observation
- At least 3 mini-classroom observations.
- Self-Reflection on Standards
- End of Year Summative Final Evaluation

2. Formative Evaluation Year (“Off-Cycle” year)

- 3 goals conferences to set goals, monitor progress on goals and evaluate and reflect on them.
- Up to 4 mini-classroom observations.
- Self-Reflection on Standards
- End of Year Summative Final Evaluation

A supervisor or contract teacher may request additional classroom observations.

Probationary Teachers (3-year period of probation)

- 3 goals conferences to set goals, monitor progress on goals and evaluate and reflect on them.
- At least 1 formal classroom observation
- At least 4 mini-classroom observations
- Self-Reflection on Standards
- End of Year Summative Final Evaluation

A supervisor or probationary teacher may request additional classroom observations.

Licensed Evaluation Resources (Separate Documents) -

- Student Sample Survey Questions
- Performance Rubric for Teacher Evaluations
- Licensed Evaluation Matrix