

# Professional Growth & Evaluation



## Handbook for Educators

August 2024

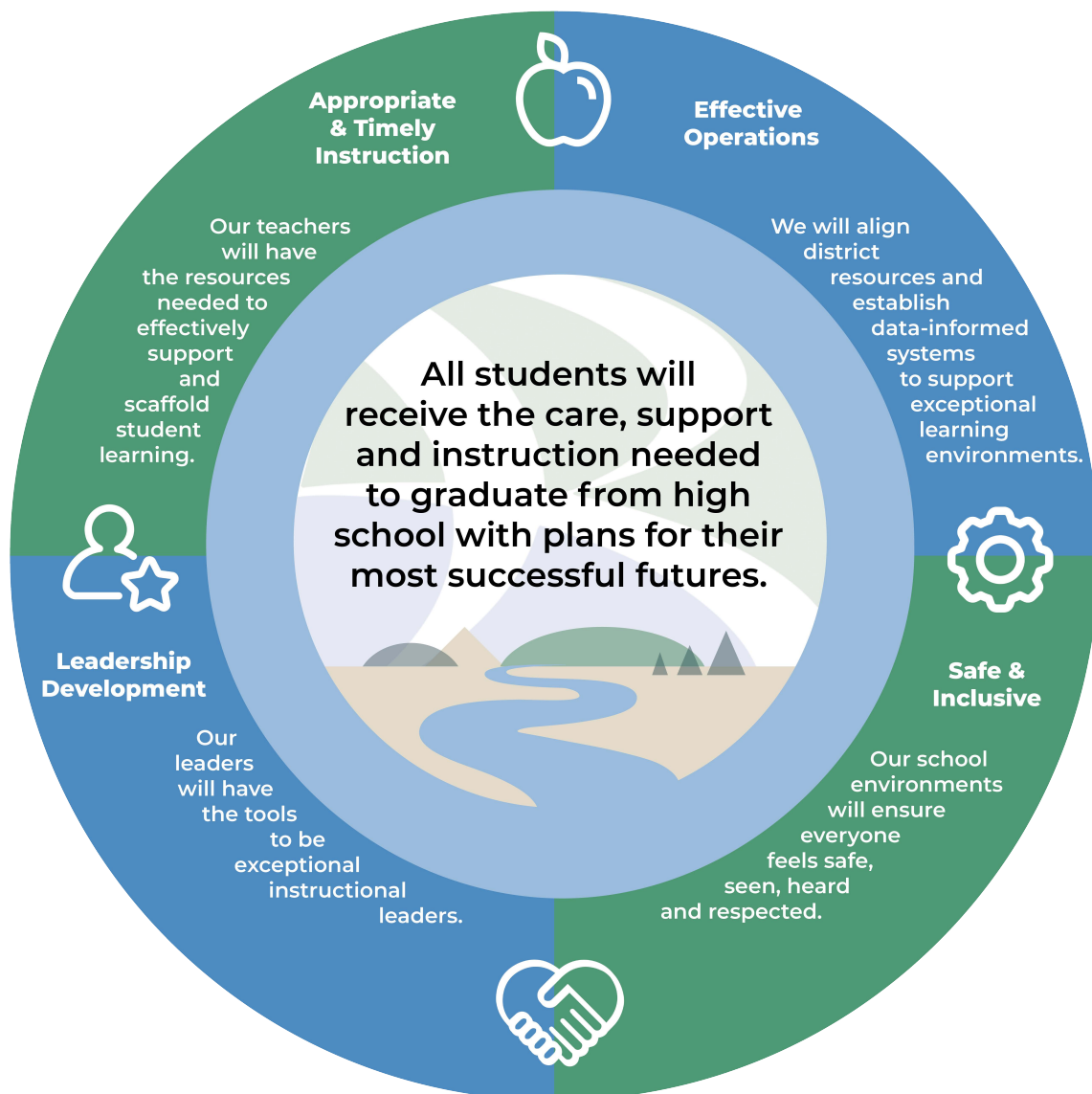
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# INTRODUCTION

This handbook utilizes language from Center for Educational Leadership's\* 4 Dimensions of School Leadership, 5D+ Instructional Framework and Rubric, and the Oregon Framework for Teacher and Administrator Evaluation and Support Systems.

The decision to transition to the 5D+ Instructional Growth & Teacher Evaluation Framework beginning with the 23/24 school year aligns with the district strategic plan.



\*Center for Educational Leadership is out of University of Washington

# Evaluation Requirements and Process

Our district utilizes the 5 Dimensions of Teaching and Learning Instructional Framework to evaluate licensed educators, including classroom teachers, STEAM teachers, learning specialists, child development specialists (CDS) and special education teachers. Other *Specialists including TOSAs, MS/HS counselors, school psychologists, District literacy specialist, District mentors and graduation coaches are evaluated on separate rubrics.*

Several years ago the state set mandates regarding evaluation systems, referred to as SB290. This handbook is a living document outlining procedures and processes for continued professional growth for all teachers. Teacher evaluation includes the following 5 requirements. (Briefly introduced here, and discussed in depth throughout the handbook).

## **1) Standards of Professional Practice:**

The state adopted Model Core Teaching Standards define what teachers should know and be able to do to ensure that every student is ready for college, careers and engaged citizenship in today's world. Roseburg Public Schools selected the 5 Dimensions of Teaching and Learning Instructional Framework and 5D+ Rubric for Instructional Growth and Teacher Evaluation.

## **2) Differentiated Performance Levels:**

Teacher performance on the standards of professional practice are measured on four performance levels.

## **3) Multiple Measures:**

Multiple sources of data are used to measure teacher performance on the standards of professional practice. Evaluators look at evidence from three categories: professional practice, professional responsibilities, and student learning and growth.

### *a) Professional Practice*

Evidence of PURPOSE, STUDENT ENGAGEMENT, CURRICULUM & PEDAGOGY, ASSESSMENT for STUDENT LEARNING, and CLASSROOM ENVIRONMENT & CULTURE will be used to evaluate Professional Practice.

### *b) Professional Responsibilities*

Evidence of PROFESSIONAL COLLABORATION & COMMUNICATION will be used to evaluate Professional Responsibilities.

Workplace Expectations are an additional component of Professional Responsibilities evaluation.

### *c) Student Learning and Growth*

In collaboration with their supervisors/ evaluators, teachers establish challenging and meaningful student learning and growth (SLG) goals, select evidence from valid and reliable measures, and regularly assess progress.



**4) Evaluation and Professional Growth Cycle:**

Teachers are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment and summative evaluation. The Professional Growth and Evaluation Cycle supports professional growth and learning. The cycle allows for continued review and feedback as the teacher and evaluator plan for opportunities for feedback and meaningful conversations. Probationary teachers will have a summative evaluation every year. Contract teachers will have a summative evaluation every other year.

**5) Aligned Professional Learning:**

Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's evaluation and his/her need for professional growth.

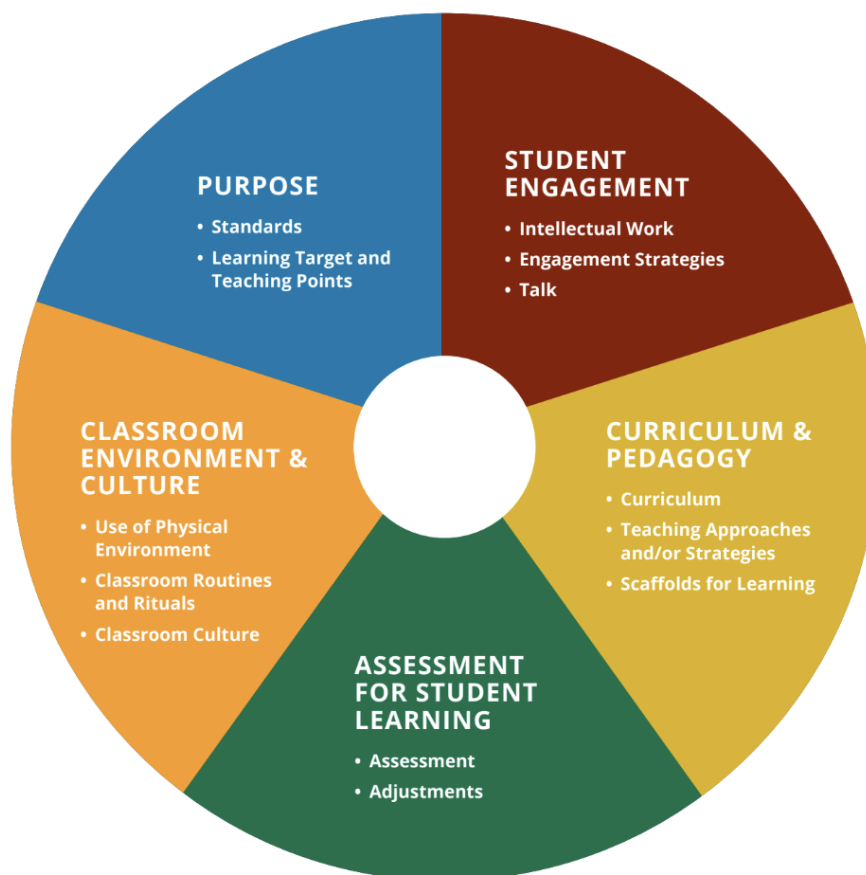
The goal is to continuously improve teaching and learning by incorporating the full range of assets (perspectives, languages, cultures, skills, networks) present in the school community.

## Standards of Professional Practice

The 5D+ Rubric is composed of 30 indicators of teacher performance and are grouped by dimension. The 5D+ Rubric is derived from an extensive study of research on the core elements that constitute quality instruction. These core elements have been incorporated into the 5D+ framework and 5D+ Rubric as five dimensions of teaching and learning: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture. The 5D+ Rubric also includes Professional Collaboration and Communication, which is based on activities and relationships that teachers engage in outside of classroom instruction.

The indicators within each dimension and the teacher's professional growth goal support the Professional Practice and Professional Responsibilities. The Student Learning and Growth Goals process supports the Student Learning and Growth component.

### 5 Dimensions of Teaching and Learning™



## **5D+ Rubric for Instructional Growth & Teacher Evaluation**

**Building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5D+ Rubric for Instructional Growth and Teacher Evaluation – a growth-oriented tool for improving instruction.**

<p><b><u>Purpose</u></b></p> <ul style="list-style-type: none"> <li>• Learning target(s) connected to standards</li> <li>• Lessons connected to previous and future lessons, broader purpose and transferable skill</li> <li>• Design of performance task</li> <li>• Communication of learning target(s)</li> <li>• Success criteria</li> </ul>	<p><b><u>Student Engagement</u></b></p> <ul style="list-style-type: none"> <li>• Quality of questioning</li> <li>• Ownership of learning</li> <li>• Capitalizing on students' strengths</li> <li>• Opportunity and support for participation and meaning making</li> <li>• Student talk</li> </ul>
<p><b><u>Curriculum &amp; Pedagogy</u></b></p> <ul style="list-style-type: none"> <li>• Alignment of instructions materials and tasks</li> <li>• Teacher knowledge of content</li> <li>• Discipline-specific teaching approaches</li> <li>• Differentiated instruction for students</li> <li>• Use of scaffolds</li> </ul>	<p><b><u>Assessment for Student Learning</u></b></p> <ul style="list-style-type: none"> <li>• Student self-assessment</li> <li>• Student use of formative assessments over time</li> <li>• Quality of formative assessment methods</li> <li>• Teacher use of formative assessments</li> <li>• Collection systems for formative assessment data</li> </ul>
<p><b><u>Classroom Environment &amp; Culture</u></b></p> <ul style="list-style-type: none"> <li>• Classroom arrangement and resources</li> <li>• Learning routines</li> <li>• Use of learning time</li> <li>• Student status</li> <li>• Norms for learning</li> </ul>	<p><b><u>Professional Collaboration &amp; Communication</u></b></p> <ul style="list-style-type: none"> <li>• Collaboration with peers and administrators to improve student learning</li> <li>• Communication and collaboration with parents and guardians</li> <li>• Communication within the school community about student progress</li> <li>• Support of school, district and state curricula, policies and initiatives</li> <li>• Ethics and advocacy</li> </ul>

## Differentiated Performance Levels

Performance levels within each indicator are used to delineate teaching practice, from unsatisfactory to basic, proficient and distinguished. The sophistication of teaching practice and the role of students increase across the levels of performance. The language describing each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher being rated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice. A careful analysis of instructional practice leads to the determination of a teacher's performance level on each indicator.

Four performance levels are provided for each indicator. The performance levels increase in specificity of practice, cognitive demand, roles of students and/or frequency of use from Unsatisfactory to Distinguished. The performance levels are:

- **Unsatisfactory:** the teacher demonstrates an unacceptable or poor level of instructional practice resulting in delayed or little learning for some students
- **Basic:** the teacher demonstrates an essential foundation for instructional practice, using emerging-based strategies and tools to create learning for all students.
- **Proficient:** the teacher demonstrates competent and skilled instructional practice, using research-based strategies and tools to create solid learning for all students.
- **Distinguished:** the teacher demonstrates exemplary instructional practice, using research-based strategies and tools to create optimal learning for all students.

# Multiple Measures

Improvement of student academic growth and learning must take into consideration multiple measures of teacher effectiveness and student academic growth and learning. The three measures used in evaluation are:

## 1. Professional Practice:

Dimension 1: Purpose

Dimension 2: Student Engagement

Dimension 3: Curriculum and Pedagogy

Dimension 4: Assessment for Student Learning Dimension

5: Classroom Environment and Culture

## 2. Professional Responsibilities:

Dimension 6: Professional Collaboration & Communication

Work Place Expectations

\*Classroom teachers, STEAM teachers, learning specialists, child development specialists (CDS) and special education teachers will set **one** professional goal.

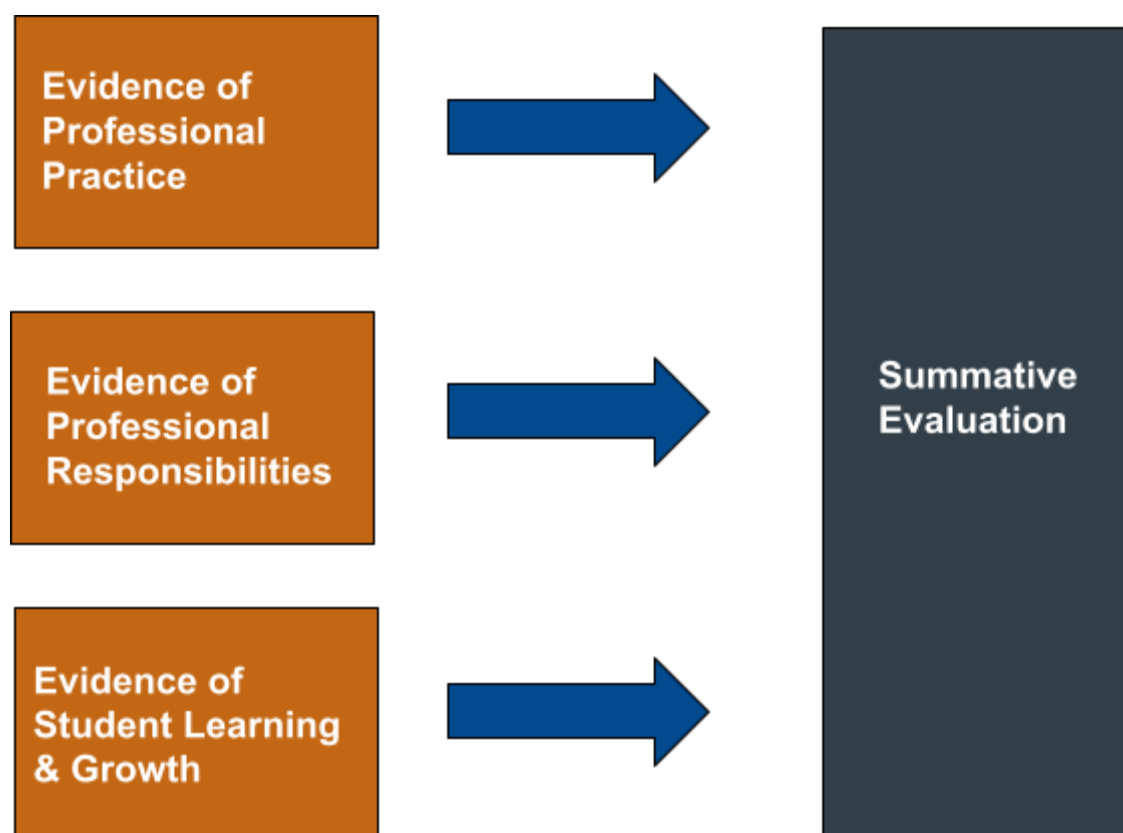
\*TOSAs, school psychologists, District literacy specialist, District mentors, MS/HS counselors and graduation coaches will set **two** professional goals.

## 3. Student Learning and Growth:

\*Classroom teachers, STEAM teachers, learning specialists, child development specialists (CDS) and special education teachers will set **two** student learning and growth goals.

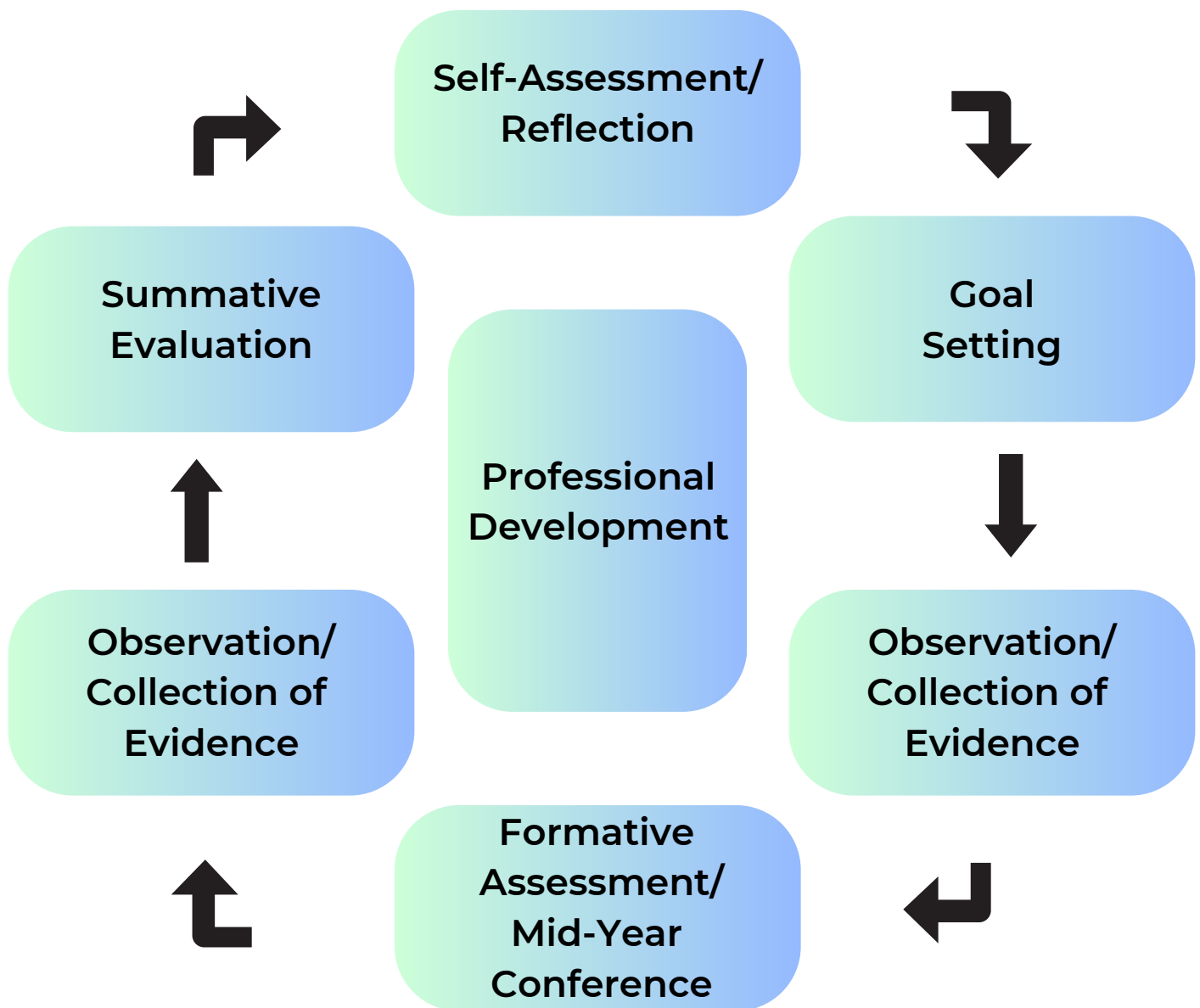
\*MS/HS counselors and graduation coaches will set **one** student learning and growth goal.

\*TOSAs, school psychologists, District literacy specialist, District mentors will only set professional goals.





# Evaluation & Professional Growth Cycle





**Professional Development:**

This district believes that an effective evaluation process is more meaningful when professional development continually supports improved practice resulting in high student achievement. To that end, linking evaluations with high quality professional learning is key. Aligned evaluation systems inform educators of strengths and weaknesses and provide opportunities to make informed decisions regarding individual professional growth needs. High quality professional learning is sustained, focused and relevant to the educator's goals and needs. All educators shall have opportunities for professional growth not only those whose evaluation ratings do not meet standards.

The Frontline Professional Growth system allows the district to extract evaluation data to inform professional development needs among educators. An annual review of this data by the district level leadership team will allow us to focus professional development efforts.

**EVALUATION PROCESS****Self-Assessment/Reflection:**

At the beginning of each year, each licensed educator will complete a self-assessment using the 5D+ rubric which will be reviewed with the administrator during the initial goals conference. The educator will repeat the self-assessment (self-reflection) at the end of the year, prior to the final conference, to review with the administrator and discuss areas of growth and areas of possible need for continued growth. This activity is designed to provide the educator with early access to and interaction with the 5D+ rubric and to allow for self-reflection. It will also aid in the goal setting process.

## **Student Learning and Growth Goals: (SLGs)**

Based on the self-reflection and assessment of student data, the licensed educator will write goals. The goals form found in Frontline will be used.

**Classroom teachers, STEAM teachers, learning specialists, child development specialists (CDS) and special education teachers will set two student learning and growth goals.**

**\*MS/HS counselors and graduation coaches will set one student learning and growth goal.**

**\*TOSAs, school psychologists, District literacy specialist, District mentors will only set professional goals.**

Student learning and growth means measures of student progress (across two or more points in time). 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 standards and clearly describe specific learning targets students are expected to meet. Goals are rigorous, yet attainable and measure student progress across two or more points in time.

Educators will establish student learning and growth goals (SLGs) and identify strategies and measures that will be used to determine goal attainment. SLG goals can be unit long, semester long or year-long, and only one SLG needs to be academic. The second can be around behavior, social emotional learning, etc.

"Tiered" goals are goals in which students are expected to demonstrate growth based on their level of performance at the beginning of the course or class. Students enter the classroom with a range of knowledge and skills. As a result, it is not necessarily rigorous or realistic to hold all students to the same level of performance. Tiers are typically set for groups of students with similar performance. Tiered targets allow for more realistic expectations for goal attainment while helping to ensure that each student is appropriately challenged. All students in a course (including multiple sections, if applicable) should be included in an educator's SLG goals and all students are expected to meet their targets, but those targets should be tiered to be appropriate for each student.

### **Goal Setting Process:**

Setting SLG goals is a collaborative process in which educators and evaluators enter into a conversation to create a rigorous, yet realistic goal that examines the educator's impact on student learning and growth. [Link to sample goals.](#)

## **SLG Goal Quality Review**

Once an educator creates a SLG goal the following checklist should be used in order to approve the goal. For a SLG goal to be approved, all criteria must be met.

### **Checklist**

1. Is baseline data used to make data-informed decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?
2. Is the SLG goal written as a "growth" goal versus "achievement goal" (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.
3. Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?
4. Does the goal address relevant and specific knowledge and skills aligned to the course curriculum based on state content standards?
5. Is the SLG goal measurable and challenging, yet attainable?

Once SLG goals are approved, educators start collecting the information needed to measure student progress as defined in the SLG goal. The collection and analysis of data continues throughout the course of school year to monitor student progress towards goals. The educator is responsible for collecting and organizing documentation, including the approved SLG goals and evidence of progress defined within it, in a way that is easy for them to reference and for the evaluators to review. At the end of the course or school year, educators meet with their evaluator to review results.

## **Professional Growth Goal**

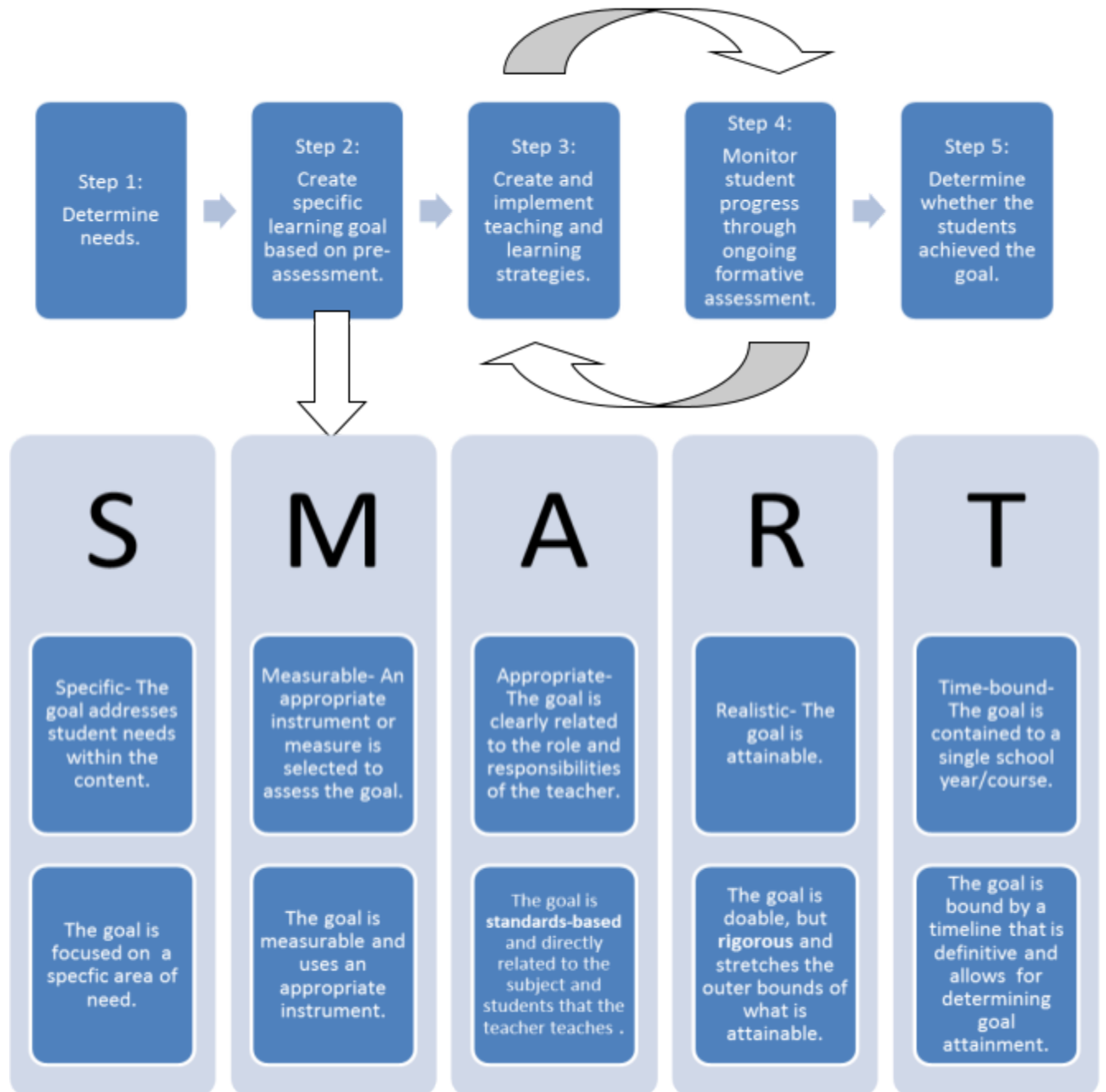
The Professional Growth Goal should be set around the dimension of Professional Collaboration & Communication or other workplace expectations as agreed upon with the evaluator. The educator will keep a collection of artifacts and evidence to attach to the professional growth goal(s) when submitted.

**\*Classroom teachers, STEAM teachers, learning specialists, child development specialists (CDS) and special education teachers will set one professional goal.**

**\*TOSAs, school psychologists, District literacy specialist, District mentors, MS/HS counselors and graduation coaches will set three professional goals.**

**\*MS/HS counselors and graduation coaches will set two professional goals.**

## Step-By-Step SMART Goal Process



**Observations/Collection of Evidence:**

Walk-through and formal observations will take place throughout the school year. Walk-through observations are typically unscheduled, last a portion of the class period and will result in feedback but often not on the entire rubric. Formal observations are scheduled in advance and occur after a pre-observation conversation between evaluator and educator, are longer in duration, and result in a post conference. The number of each will depend on whether the certified educator is probationary or contract and , if contract, whether they are off-cycle or on-cycle.

The educator and evaluator will collect evidence to support the three components: Professional Practice, Professional Responsibilities, and Student Learning. Evidence are indicators of an educator's professional practice. They are meant to support an educator's evaluation process and the progress toward their goals. Educators may choose to make artifacts available to their evaluator in order to support the demonstration of the teaching and learning that is observed in the classroom. Artifacts are not put into the personnel file. They are for dialogue purposes only.

The table below shows annual observation expectations:

<b>Probationary, Temporary Educators, and any Educator needing improvement</b>	<b>Contract Educator  Off-Cycle</b>	<b>Contract Educator  On-Cycle</b>
<ul style="list-style-type: none"><li>• <u>At least</u> 2 Formal observations</li><li>• <u>At least</u> 2 Walk-through observations</li></ul>	<ul style="list-style-type: none"><li>• <u>At least</u> 2 walk-through observations per year</li></ul>	<ul style="list-style-type: none"><li>• <u>At least</u> 1 formal observation</li><li>• <u>At least</u> 1 walk-through observation per year</li></ul>

**Formative Assessment/Mid-Year Review:**

The evaluator and educator review the educator's progress toward the student learning and professional growth goals and performance against the standards. This will include the review of evidence, professional conversations and professional growth. This review promotes awareness of growth and additional professional growth needs. The educator will have the opportunity to make adjustments in the instructional practices and additional professional learning opportunities. The goals form will be used.

### **Continued Observation/Collection of Evidence:**

Following the Formative Assessment/Mid-Year review, the educator and evaluator will collect evidence to support the three components: Professional Practice, Professional Responsibilities, and Student Learning. Evidence are indicators of an educator's professional practice. They are meant to support an educator's evaluation process and the progress toward their goals. Educators may choose to make artifacts available to their evaluator in order to support the demonstration of the teaching and learning that is observed in the classroom. Artifacts are not put into the personnel file. They are for dialogue purposes only.

Below are **examples** of evidence:

- Classroom Observations
- Educator self-assessment (Completed through Frontline Professional Growth)
- Educator self-reflection (Completed through Frontline Professional Growth)
- Planning documents – individual lesson plans and unit plans
- Samples of student work or other evidence of student learning
- Samples of assessments
- PLC team notes
- Parent and community communications (ex. newsletters, logs of parent contacts)
- Logs of professional development activities
- Teaching artifacts (ex. classroom management plan, cooperative group activities, individual student schedules.

### **Summative Evaluation:**

The Summative Evaluation (annual for probationary educators and every two years for contract educators) is the culminating meeting with the multiple examples of evidence for all areas. The evaluator will assess the educator's performance against the standards of Professional Practice and Professional Responsibilities, attainment of student learning and growth goals and professional growth goal. The summative evaluation form and the goals form will be used.

Summative Evaluation Rubrics can be found in Frontline. You can access your information in Frontline Professional Growth.

## Aligned Professional Learning

Data gathered from evaluation systems play a key role in identifying needed professional learning. Evidence from observations and artifacts tied to the district performance rubric as well as educator self-reflections and SLG goals aggregated at the district level can reveal areas of focus for professional learning that will benefit groups of educators. It can also identify those staff who can serve as models or leaders in a particular area of practice.

It is important to keep in mind that professional learning occurs in many ways. Job-embedded professional learning, when done well with support from leadership, can result in powerful learning. This can include coursework, peer observation and feedback, and participation in collaborative learning.

School and central office administrators support professional learning by

- Cultivating a diverse staff that possesses understanding of the developmental needs of every student.
- Providing multiple types of professional learning opportunities that support the goals and development of each staff member.
- Instituting processes for reflection and feedback that are strengths-based and focused on growth.



## APPENDIX

### Timeline: Probationary Educator

Evaluation Cycle	Timeline
<b>Self-Assessment and Goal Setting</b> <ul style="list-style-type: none"> <li>• Educator self-assesses using the 5D+ Rubric – <i>form in Frontline Professional Growth</i></li> <li>• Educator reviews student data and develops two student learning and growth goals using the SMART format (SMART – Specific, Measurable, Appropriate, Relevant, &amp; Time-Bound) and one professional growth goal <i>using Professional Collaboration &amp; Communication Rubric in 5D+.</i></li> <li>• Educator and Administrator meet; goals need to be reviewed using the SLG Goal Quality Checklist (see pg. 12)</li> </ul>	By November 1
<b>Observations &amp; Collection of Evidence</b> <ul style="list-style-type: none"> <li>• Minimum of one (2) formal observations required</li> <li>• First formal observation required by November 30.</li> <li>• Minimum of three (3) walkthrough observations per year; verbal and written feedback given to the teacher</li> <li>• Collection of evidence can include artifacts of educator's work throughout this year. Educator can provide these artifacts to supervisor during the year.</li> </ul>	<p>Ongoing throughout the school year</p> <p>1st observation required by November 30</p> <p>All observations/ walkthroughs should be completed by May 31</p>
<b>Mid-Point Goal Review</b> <ul style="list-style-type: none"> <li>• Review of progress toward meeting the educator's goals, using student data, and identifying any adjustment to strategies and areas for additional support - <i>form in Frontline Professional Growth</i></li> <li>• Educator and Administrator meet</li> </ul>	By February 28
<b>Self-Reflection</b> <ul style="list-style-type: none"> <li>• Annually teachers will submit a written self-reflection that includes progress they have made on their goals and identifying professional development needs. <i>Form in Frontline Professional Growth</i> The teacher can include artifacts that support their reflection, such as student assessment data.</li> </ul>	By June 1
<b>Summative Evaluation</b> <ul style="list-style-type: none"> <li>• Administrator reviews collection of evidence throughout year, educator's self-reflection and progress toward meeting the goals</li> <li>• Written formal evaluation - - <i>form in Frontline Professional Growth</i></li> <li>• Educator and Administrator meet; collaboratively score the educator's performance</li> </ul>	Before final work day

**\* If at any time performance concerns arise, a teacher will be guided into the Teacher Improvement Process.**

## Timeline: Contract Educator

<b>YEAR ONE Informal Evaluation - Off-Cycle</b>	<b>Timeline</b>
<b>Self-Assessment and Goal Setting</b> <ul style="list-style-type: none"> <li>• Educator self-assesses using the 5D+ Rubric – <i>form in Frontline Professional Growth</i></li> <li>• Educator reviews student data and develops two student learning and growth goals using the SMART format (SMART Specific, Measurable, Appropriate, Relevant, &amp; Time-Bound) and one professional growth goal using Professional Collaboration &amp; Communication Rubric in 5D+</li> <li>• Educator and Administrator meet; goals need to be reviewed using the SLG Goal Quality Checklist (see pg. 12)</li> </ul>	By November 1
<b>Observations &amp; Collection of Evidence</b> <ul style="list-style-type: none"> <li>• Minimum of 3 walkthrough observations per year; verbal and written feedback given to the educator.</li> <li>• Additional observations can be requested by educator or administrator.</li> <li>• Collection of evidence can include artifacts of educator's work throughout this year. Educator can provide these artifacts to supervisor during the year.</li> </ul>	<p>Ongoing throughout the school year</p> <p>All observations/ walkthroughs should be completed by May 31</p>
<b>Mid-Point Goal Review</b> <ul style="list-style-type: none"> <li>• Review of progress toward meeting the educator's goals, using student data, and identifying any adjustment to strategies and areas for additional support</li> <li>• Teacher and Administrator meet</li> </ul>	By February 28
<b>Self-Reflection and Check-in</b> <ul style="list-style-type: none"> <li>• Annually educators will submit a written self-reflection that includes progress they have made on their goals and identifying professional development needs.</li> <li>• The educator can include artifacts that support their reflection, such as student assessment data.</li> <li>• Educator and administrator meet to review progress of goals</li> </ul>	Before the final work day

<b>YEAR TWO Formal Evaluation - On-Cycle</b>	<b>Timeline</b>
<b>Self-Assessment and Goal Setting</b> <ul style="list-style-type: none"> <li>• Educator self-assesses using the 5D+ Rubric- <i>form in Frontline Professional Growth</i></li> </ul>	By November 1

<ul style="list-style-type: none"> <li>• Educator reviews student data and develops two student learning and growth goals using the SMART format (SMART Specific, Measurable, Appropriate, Relevant, &amp; Time-Bound) and one professional growth goal using Professional Collaboration &amp; Communication Rubric in 5D+</li> <li>• Educator and Administrator meet; goals need to be reviewed using the SLG Goal Quality Checklist (see pg. 12)</li> </ul>	
<b>Observations &amp; Collection of Evidence</b> <ul style="list-style-type: none"> <li>• Minimum of one (1) formal observation</li> <li>• Minimum of 2 walkthrough observations per year</li> <li>• Collection of evidence can include artifacts of educator's work throughout this year. Educator can provide these artifacts to supervisor during the year.</li> </ul>	<p>Ongoing throughout the school year</p> <p>Formal Observation completed by February 1</p> <p>All observations/ walkthroughs should be completed by May 31</p>
<b>Mid-Point Goal Review</b> <ul style="list-style-type: none"> <li>• Review of progress toward meeting the educator's goals, using student data, and identifying any adjustment to strategies and areas for additional support</li> <li>• Educator and Administrator meet</li> </ul>	By February 28
<b>Self-Reflection</b> <ul style="list-style-type: none"> <li>• Annually teachers will submit a written self-reflection that includes progress they have made on their goals and identifying professional development needs. <i>Form in Frontline Professional Growth</i></li> <li>• The educator can include artifacts that support their reflection, such as student assessment data.</li> </ul>	By June 1
<b>Summative Evaluation</b> <ul style="list-style-type: none"> <li>• Administrator reviews collection of evidence throughout year, educator's self-reflection and progress toward meeting the goals</li> <li>• Written formal evaluation</li> <li>• Educator and Administrator meet; collaboratively score the educator's performance</li> </ul>	Before final work day

**\* If at any time performance concerns arise, a teacher will be guided into the Teacher Improvement Process.**

**\*\* At any time a teacher can be moved to a formal evaluation**

## Improvement Cycles

Occasionally an educator will need additional support to be successful in the classroom. When one or more areas of concern are identified the educator receives a summative performance level of an Unsatisfactory (Level 1) or Basic (Level 2) the following steps may be taken:

\*Probationary educators: the educator may be placed on a Structured Support Process.

\*Contract educators: the educator may be placed on Administrator-Selected Goals if concerns are identified during the informal evaluation process. If concerns are identified in the formal evaluation, a contract educator may be placed on a Program of Assistance for Improvement (POAI).

The Structured Support Process, Administrator-Selected Goals, and Programs of Assistance for Improvement are all designed to clarify expectations and identify specific activities and support to help the educator address the areas of concern. These processes also set forth specific timelines with check-in meetings so the educator can receive ongoing feedback about progress toward meeting the goals.

The Program of Assistance for Improvement (POAI) is a formal process of supervision to focus on improvement needed because of deficient performance. A written POAI is not a disciplinary document. The timelines for improvement shall not be less than ninety (90) calendar days, excluding holidays, winter break, spring break, summer break, and Thanksgiving break.

A conference between the teacher and the supervisor will be conducted to discuss the POAI.

The Plan shall be in writing and will include:

- a. A description of the deficiencies.
- b. The specific correction that is expected to take place.
- c. A plan for correcting the deficiency, criteria which will be used to measure the correction, and a timeline.
- d. The specific assistance to be provided by the District.
- e. Schedule of conferences with written progress reports.
- f. The date by which the plan must be completed.

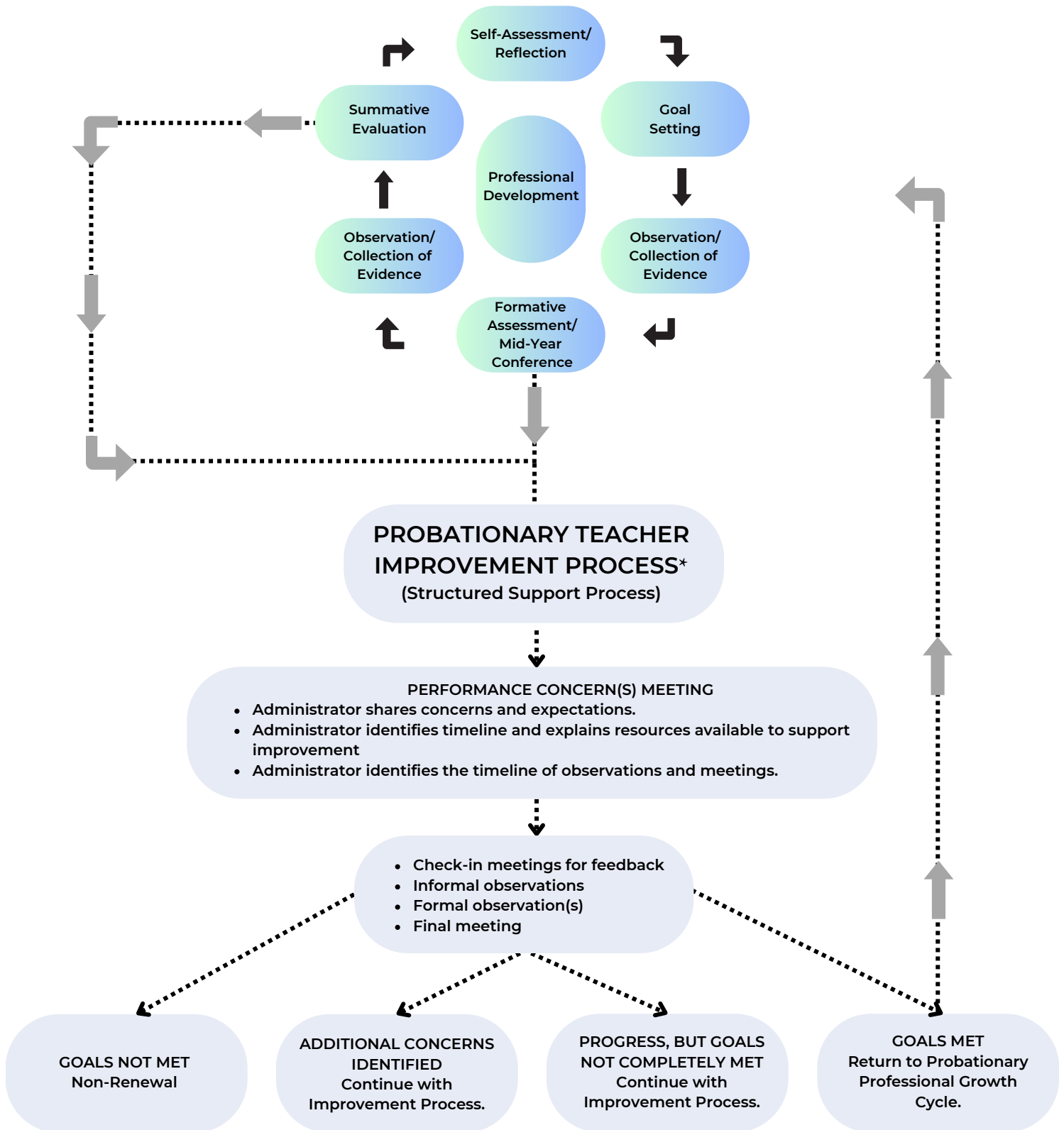
The employee has the right to review and suggest changes to the Plan prior to its implementation.

The employee is given an opportunity to request supports in a POAI prior to implementation.

The employer is prohibited from evaluating an employee, or placing the employee on a POAI, for an area in which the employee was directed by administration to teach outside of their licensure area.



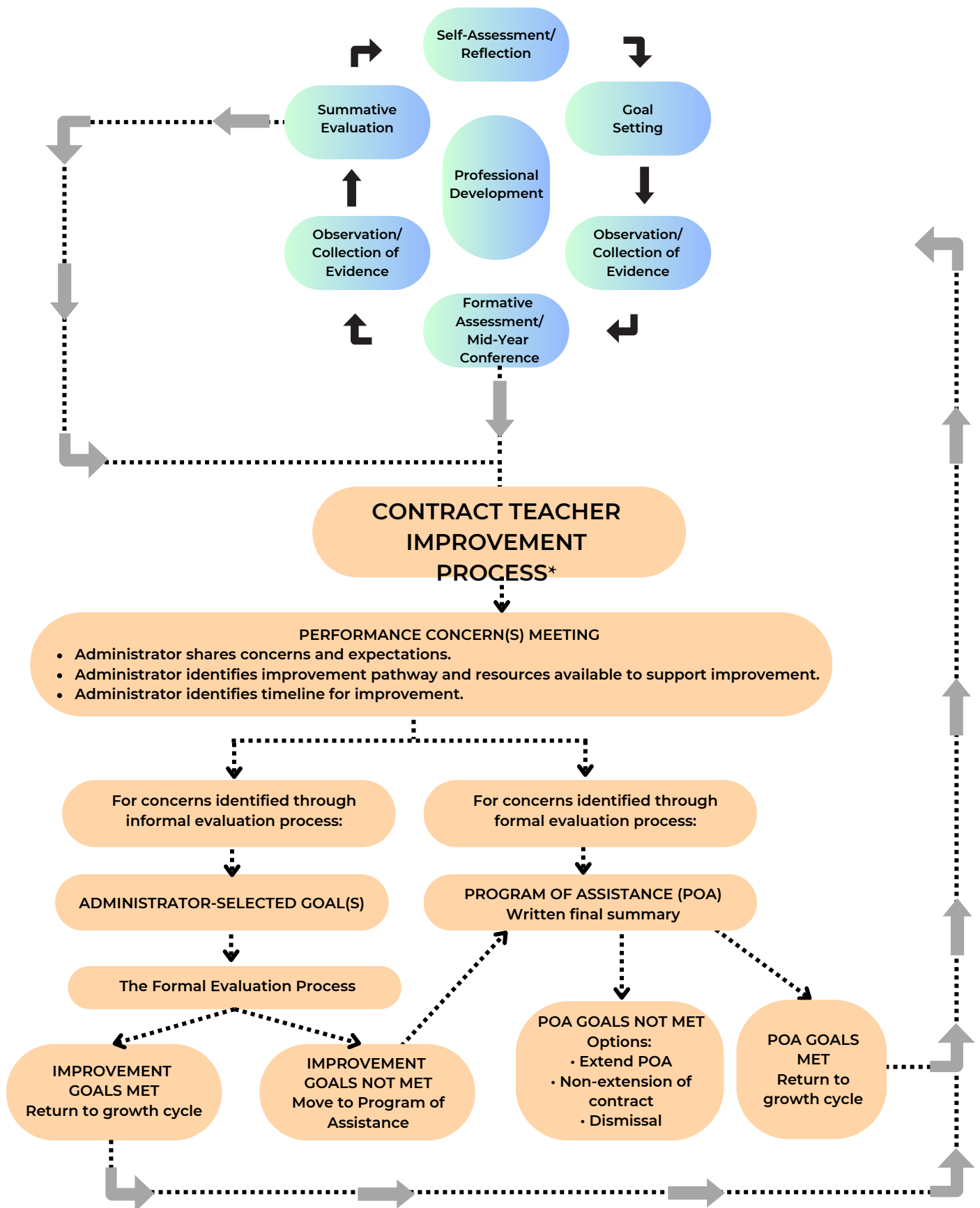
# Probationary Improvement Process



\*If at any time performance concerns arise, a teacher will be guided into the Teacher Improvement process.



# Contract Improvement Process



\*If at any time performance concerns arise, a teacher will be guided into the Teacher Improvement process.



## 5D+™ Rubric for Instructional Growth and Teacher Evaluation

	Purpose			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>P1</b>	<b>Learning target(s) connected to standards</b>			
	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.
<b>P2</b>	<b>Lessons connected to previous and future lessons, broader purpose and transferable skill</b>			
	Lessons are rarely linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.
<b>P3</b>	<b>Design of performance task</b>			
	Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.
<b>P4</b>	<b>Communication of learning target(s)</b>			
	Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.
<b>P5</b>	<b>Success criteria</b>			
	The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.

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## 5D+™ Rubric for Instructional Growth and Teacher Evaluation

Student Engagement				
	Unsatisfactory	Basic	Proficient	Distinguished
<b>SE1</b>	<b>Quality of questioning</b>			
	Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.
<b>SE2</b>	<b>Ownership of learning</b>			
	Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.
<b>SE3</b>	<b>Capitalizing on students' strengths</b>			
	Teacher has little knowledge of how students' strengths (academic background, life experiences and culture/language) could be used as an asset for student learning.	Teacher has knowledge of students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways not connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals.
<b>SE4</b>	<b>Opportunity and support for participation and meaning making</b>			
	Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.
<b>SE5</b>	<b>Student talk</b>			
	Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.



## 5D+™ Rubric for Instructional Growth and Teacher Evaluation

Curriculum & Pedagogy				
	Unsatisfactory	Basic	Proficient	Distinguished
<b>CP1</b>	<b>Alignment of instructional materials and tasks</b>			
	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.
<b>CP2</b>	<b>Teacher knowledge of content</b>			
	Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.
<b>CP3</b>	<b>Discipline-specific teaching approaches</b>			
	Teacher rarely uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within a unit.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.
<b>CP4</b>	<b>Differentiated instruction for students</b>			
	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.
<b>CP5</b>	<b>Use of scaffolds</b>			
	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.



## 5D+™ Rubric for Instructional Growth and Teacher Evaluation

Assessment for Student Learning				
	Unsatisfactory	Basic	Proficient	Distinguished
<b>A1 Student self-assessment</b>	Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.
<b>A2 Student use of formative assessments over time</b>	Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.
<b>A3 Quality of formative assessment methods</b>	Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.
<b>A4 Teacher use of formative assessments</b>	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or makes in-the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.
<b>A5 Collection systems for formative assessment data</b>	Teacher does not have routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.



## 5D+™ Rubric for Instructional Growth and Teacher Evaluation

Classroom Environment & Culture				
	Unsatisfactory	Basic	Proficient	Distinguished
<b>CEC1</b>	<b>Classroom arrangement and resources</b>			
	Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.
<b>CEC2</b>	<b>Learning routines</b>			
	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.
<b>CEC3</b>	<b>Use of learning time</b>			
	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.
<b>CEC4</b>	<b>Student status</b>			
	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.
<b>CEC5</b>	<b>Norms for learning</b>			
	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.



## 5D+™ Rubric for Instructional Growth and Teacher Evaluation

Professional Collaboration & Communication				
	Unsatisfactory	Basic	Proficient	Distinguished
<b>PCC1</b>	<b>Collaboration with peers and administrators to improve student learning</b>			
	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.
<b>PCC2</b>	<b>Communication and collaboration with parents and guardians</b>			
	Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.
<b>PCC3</b>	<b>Communication within the school community about student progress</b>			
	Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.
<b>PCC4</b>	<b>Support of school, district and state curricula, policies and initiatives</b>			
	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.
<b>PCC5</b>	<b>Ethics and advocacy</b>			
	Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.