



**LICENSED
PROFESSIONAL
GROWTH &
EVALUATION
HANDBOOK**

Revised September 2024

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INTRODUCTION

During the 2023-24 school year a group of administrators and teachers formed a committee to review certified staff evaluation tools and practices. Great care and effort had been taken to create the existing Certified Staff Evaluation Guide which was updated four years prior. It was time to review the evaluation system that was in place to ensure it was the best reflection of the District's current values, particularly those around cultural equity, rigor, student engagement, and achievement. In addition, to reviewing the system being used, the group chose to review the evaluation process and platform.

The committee worked diligently to create an evaluation system which stood behind what they believed to be the purpose of evaluation, which is to have a clear and consistent coaching process that provides feedback for growth and reflection. What is represented here is the work of that dedicated group who were committed to design an evaluation process that encourages professional growth, deepens reflection, strengthens relationships between administrators and staff, and, as a result, improves learning for all students.

Committee members decided to transition to the 5D+ Instructional Growth & Teacher Evaluation Framework which the group felt was both more culturally responsive and educator friendly. Groups other than teachers, such as counselors, will be evaluated using rubrics appropriate to their positions. The District is committed to developing and implementing rubrics helpful to each position.

The revised handbook utilizes language from the 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.

Committee Members

The following staff members contributed to the development of this evaluation framework:

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ACCESSING THE TALENTED SYSTEM

The Scappoose School District uses the TalentED system to manage all artifacts related to evaluation of licensed educators. Here you will access all forms and information related to goal setting, observations, and self-reflection.

Educators may access TalentED online at <https://scappoose.tedk12.com/sso/account/login>. Please use the following instructions to access your account.

Unified Talent
SCAPPOOSE SD 1J

Four Products. One Login.
Introducing an easier way to access all of your TalentEd products.

Username
Password
Sign In
 Remember username on this computer

Logging in for the first time? / Forgot password?
If you are an applicant and have reached this page in error, please go to our [Careers Homepage](#).

Discover
Recruit & Hire
Perform
Records

1. **Sign in to the system.** Your username is your district email address (ends in @scappoose.k12.or.us). Your default password will be provided to you by the District. Once you sign in, you will be prompted to change your password. If you forget your password, click **Forgot password** and follow the instructions to change it.
2. **Access your assigned tasks and view past documents from the home screen.**
3. **Learn more** about the system by accessing the videos and tutorials available under the help tab. Your mentors and colleagues are also helpful resources with any questions you may encounter.

COMPONENTS OF THE EVALUATION SYSTEM

Multiple Measures of Evaluation

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

Professional Practices: This measure considers the educator’s classroom practices based on the five dimensions identified in the [5D+ framework](#).

1. Purpose
2. Student Engagement
3. Curriculum & Pedagogy
4. Assessment for Student Learning
5. Classroom Environment & Culture

Professional Responsibilities: This measure considers the educator’s professional collaboration, communication, and related expectations.

Student Learning and Growth: This measure considers student progress toward the educator’s [student learning growth goals](#), as well as progress toward the [professional goal](#) selected during the goal setting process.

Differentiated Levels of Performance

Performance levels within each indicator are used to delineate teaching practice, from ineffective to distinguished. 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 ineffective to distinguished. The performance levels are:

INEFFECTIVE	DEVELOPING	EFFECTIVE	ACCOMPLISHED
the educator demonstrates an unacceptable or poor level of instructional practice resulting in delayed or little learning for some students.	the educator demonstrates an essential foundation for instructional practice, using emerging-based strategies and tools to create learning for all students.	the educator demonstrates competent and skilled instructional practice, using research-based strategies and tools to create solid learning for all students.	the educator demonstrates exemplary instructional practice, using research-based strategies and tools to create optimal learning for all students.

Educator Self-Assessment

At the beginning of each year, each educator will complete a self-assessment using the [5D+ rubrics](#) that will be reviewed with the administrator during the initial goal conference. This activity is designed to provide the educator with access to and interaction with the [5D+ rubrics](#) for self-reflection. It will also aid in the goal setting process.

Student Learning Growth Goals

Based on the self-reflection and assessment of student data, the educator will develop two Student Learning Growth (SLG) Goals per school year. Goals should be written and submitted using the TalentED system.

Student learning growth goals measure 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.

Educators will establish SLG goals and identify strategies and measures that will be used to determine goal attainment. SLG goals can be unit long, semester long, or year long. Only one SLG goal needs to be academic. The second can be around attendance rates, graduation rates, behavior, social emotional learning, etc. Alternatively, the educator may set a second academic goal.

The Oregon Department of Education has developed a set of resources for goal setting including several exemplar goals for a variety of grade levels and content areas. Educators can access those resources on the [ODE website](#).

“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.

Each SLG goal should meet the criteria in the Quality Checklist for SLG Goals before approval.

Quality Checklist for SLG Goals

Baseline Data

- Is baseline data used to make data-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?

Student Learning Growth Goal

- 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.)
- Does the SLG goal describe a “target” or expected growth for all students, tiered or differentiated as needed based on baseline data?

Rigor of the Goal

- Does the goal address relevant and specific knowledge and skills aligned to the course curriculum based on state or national content standards?
- 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 or school year to monitor student progress toward 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 Goals

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

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, observation and feedback, and participation in collaborative learning.

School and district 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.

Informal & Formal Observations

Informal observations are typically unscheduled and last a portion of the class period and will result in feedback provided to the educator in a timely manner via the TalentED system. Feedback from informal observations may be limited to a portion of the 5D+ rubrics.

Formal observations are scheduled in advance with the educator and are longer in duration, typically last the length of a lesson or class period. Prior to the observation, the educator will complete a form in TalentED identifying the goals and plan for the lesson, then participate in a pre-observation conference with their evaluator. Following the lesson, the educator will complete a written reflection, then meet with the evaluator to discuss the lesson and receive written feedback on the observation.

The number of required observations depends on the educator’s status. Please refer to the chart below for specific information.

Type of Observation	Probationary & Temporary Educators	Contract Educators (On Cycle)	Contract Educators (Off-Cycle)
Informal Observations	3-5*	1	0
Formal Observations	1-2*	1	0

**The educator and evaluator will collaboratively determine the combination of informal and formal observations to be completed by probationary and temporary educators.*

When You Need Help to Improve

When an educator's performance is not yet meeting district standard(s) identified in the [5D+ Framework](#) will work with their evaluator to develop plans for improving their performance. These plans may include:

Directed Goals focused around specific areas of practice identified as [ineffective](#). These goals are typically set as part of a Program of Assistance for Improvement.

Program of Assistance for Improvement: A program of assistance is intended to support an educator who has shown a significant deficit based on this Professional Growth and Evaluation Handbook. The goal of the program is to support the educator in successfully overcoming the identified deficit. A plan can be commenced at any time after deficiencies are identified, noted in writing and shared with the employee. A licensed member has the right to representation at every step in the process. Specific requirements for the program of assistance are outlined in the Certified Collective Bargaining Agreement between the association and Scappoose School District.

Summative Evaluation

The summative evaluation is completed by the evaluator but is meant to be a collaborative process between the educator and evaluator at the end of each evaluation cycle (annually for probationary and temporary educators; bi-annually for contract educators). The summative evaluation reflects observations and a review of the artifacts and evidence provided by the certified staff member up to that point. It is a holistic representation of the work of the educator.

Potential artifacts and evidence to be considered in the summative evaluation include:

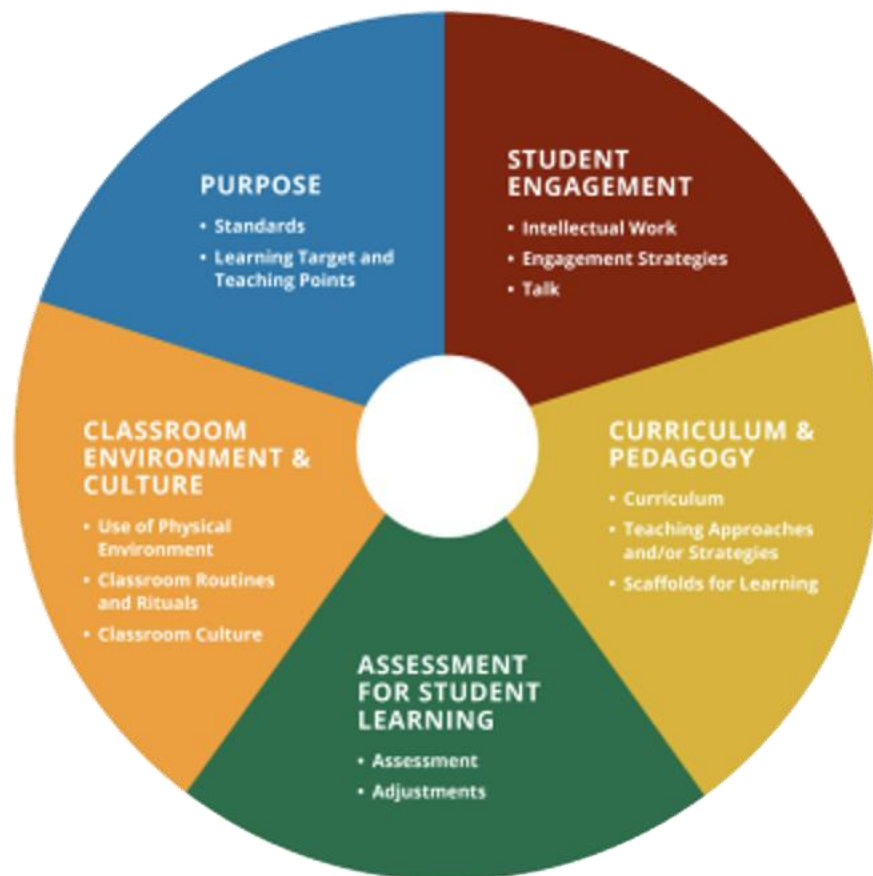
- Classroom Observations
- Educator self-assessment
- Educator self-reflection
- Planning documents – individual lesson plans and unit plans
- Samples of student work or other evidence of student learning
- Samples of assessments
- PLC team notes
- Parent and community communications (ex. newsletters,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

STANDARDS OF PROFESSIONAL PRACTICE

The 5D+ Rubric is derived from an extensive study of research on the core elements that constitute quality instruction. It is composed of 30 indicators of teacher performance which are grouped by dimension:

- Purpose
- Student Engagement
- Curriculum & Pedagogy
- Assessment for Student Learning
- Classroom Environment & Culture

The 5D+ Rubric also includes Professional Responsibilities, which is based on activities and relationships that teachers engage in outside of classroom instruction (this area makes up the “+” of the 5D+ name). Together, these rubrics constitute the District’s standards of professional practice for educators.



Dimension 1: Purpose

Area of Focus	INEFFECTIVE <i>No evidence of...</i>	DEVELOPING <i>Limited evidence of...</i>	EFFECTIVE <i>Sufficient evidence of...</i>	ACCOMPLISHED <i>Substantial evidence of...</i>
Standards	Teaching plans are rarely or never evident or are not aligned with specific standards and assessments.	Teaching plans are occasionally aligned with specific standards and assessments.	<ul style="list-style-type: none"> Teaching plans are consistently aligned with specific standards and assessments, OR Students have a clear understanding of the standard they are working on and/or how they will be assessed. 	<ul style="list-style-type: none"> Teaching plans are consistently aligned with specific standards and assessments, AND Students have a clear understanding of the standard they are working on and/or how they will be assessed, AND Performance tasks require a demonstration of thinking connected to the learning target.
Communication of Learning Targets	<ul style="list-style-type: none"> The purpose of the lesson does not appear to be clear to the students OR Teacher rarely states or communicates with students about the learning target(s), OR The criteria for success are nonexistent or vague. 	<ul style="list-style-type: none"> The teacher tells students what they will be doing/learning during the lesson, OR The teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s), OR Criteria for success are present but lack alignment with the learning target(s) and are not used by students for learning. 	<ul style="list-style-type: none"> The teacher tells students what they will be doing/learning during the lesson and why it is relevant, AND Students process the purpose of the lesson independently, AND Criteria for success are present and aligned to the learning, and target(s). With prompting from the teacher, students use the success criteria to communicate and/or demonstrate an understanding of what they are learning. 	<ul style="list-style-type: none"> The teacher communicates the learning targets through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction, AND Students process the purpose of the lesson in some way with peers, AND Criteria for success are present and aligned to the learning target(s). Students use the success criteria to communicate and/or demonstrate an understanding of what they are learning.

Guiding Questions

- How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners?
- How does the standard and learning target relate to broader ideals such as problem solving, citizenship, etc.?
- What is the learning target of the lesson? How is it meaningful and relevant beyond the specific task/activity?
- Is the task/activity aligned with the learning target? How does what students are doing help them to achieve the desired outcome(s)?
- How are the standard(s) and learning targets communicated and made accessible to all students?
- How do students communicate their understanding of what they are learning and why they are learning it?
- How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning?
- How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?

Evidence Examples

- Lesson plans that include what students will be doing and why it is important or how it is connected to prior or future learning.
- The teacher discusses multiple examples of how students were allowed to process the lesson or establish success criteria.
- Lesson plans include the specific standard(s) for each lesson.
- Clearly communicated instructional targets/goals that refer to standards in student-friendly language (e.g., “I Can” statements)

Dimension 2: Student Engagement

Area of Focus	INEFFECTIVE <i>No evidence of...</i>	DEVELOPING <i>Limited evidence of...</i>	EFFECTIVE <i>Sufficient evidence of...</i>	ACCOMPLISHED <i>Substantial evidence of...</i>
Quality of Questioning	<ul style="list-style-type: none"> Most questions are recall and the lesson is characterized as a question-and-answer session, OR The teacher does not check for understanding of concepts. 	<ul style="list-style-type: none"> The teacher occasionally asks higher-order or open-ended questions, OR The teacher occasionally checks for understanding of concepts. 	<ul style="list-style-type: none"> The teacher frequently asks higher-order or open-ended questions, AND The teacher frequently checks for individual understanding of concepts. 	<ul style="list-style-type: none"> Teacher asks questions to probe and deepen student understanding or uncover misconceptions, AND Teacher assists students in clarifying and assessing their thinking with one another, AND Students question one another to probe for deeper thinking.
Engagement Strategies	<ul style="list-style-type: none"> Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students, OR Teacher rarely provides opportunities or strategies for students to take ownership of their learning. 	<ul style="list-style-type: none"> The teacher uses engagement strategies and structures that facilitate participation and meaning making by students, OR The teacher provides opportunities or strategies for students to take ownership of their learning. Most ownership of learning is with the teacher. 	<ul style="list-style-type: none"> The teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students, OR The teacher provides opportunities and strategies for students to take ownership of their learning. Some ownership of learning is with students. 	<ul style="list-style-type: none"> The teacher capitalizes on background knowledge, AND The teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students, AND The teacher provides opportunities or strategies for students to take ownership of their learning. Most ownership of learning is with students.
Student Talk / Discourse	<ul style="list-style-type: none"> Talk is dominated by the teacher, OR Student talk/discourse is unrelated to the discipline. 	<ul style="list-style-type: none"> Student talk is directed to the teacher, OR Students do not provide evidence for their thinking, OR Student talk/discourse reflects discipline-specific knowledge. 	<ul style="list-style-type: none"> Student talk is a mixture of teacher-student and student-to-student, OR Students provide evidence for their thinking, OR Student talk/discourse reflects discipline-specific knowledge and ways of thinking. 	<ul style="list-style-type: none"> Student talk is predominately student-student, AND Students provide evidence to support their thinking, AND Student talk/discourse reflects discipline-specific knowledge and ways of thinking.

Guiding Questions

- What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.?
- What does student talk reveal about the nature of students' thinking?
- Where is the ownership of learning in the classroom?
- What evidence do you observe of student engagement in intellectual, and academic work? What is the nature of that work?
- What is the level and quality of the intellectual work in which students are engaged (factual recall, procedure, inference, analysis, meta-cognition)?
- What specific strategies and structures are in place to facilitate participation and meaning making by all students (small group work, partner talk, writing, etc.)?
- Do all students have access to participation in the work of the group? Why/Why not? How is participation determined?
- What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?

Evidence Examples

- Lesson plans that indicate the higher-order or open-ended questions the teacher asked.
- Examples of student work with specific feedback are included.
- Use of varied questioning techniques and levels of questions
- Inquiry methods purposefully chosen to connect with real-world content applications and involvement of other disciplines.
- Teacher discusses how they ensure students demonstrate ownership of learning.

Dimension 3: Curriculum & Pedagogy

Area of Focus	INEFFECTIVE <i>No evidence of...</i>	DEVELOPING <i>Limited evidence of...</i>	EFFECTIVE <i>Sufficient evidence of...</i>	ACCOMPLISHED <i>Substantial evidence of...</i>
Content	<ul style="list-style-type: none"> Instructional materials aligned with the purpose of units and lessons, OR Tasks are appropriately challenging to students, OR Activating prior knowledge at the beginning of lessons. 	<ul style="list-style-type: none"> Instructional materials aligned with the purpose of units and lessons, OR Tasks are appropriately challenging to students, OR Activating prior knowledge at the beginning of lessons. 	<ul style="list-style-type: none"> Instructional materials aligned with the purpose of units and lessons, AND Tasks are appropriately challenging to students, AND Activating prior knowledge at the beginning of lessons. 	<ul style="list-style-type: none"> Instructional materials aligned with the purpose of units and lessons, AND Tasks are appropriately challenging to students, AND Activating prior knowledge at the beginning of lessons.
Teaching Approaches and/or Strategies	<ul style="list-style-type: none"> Making intentional decisions that reflect appropriate / current content knowledge, OR Anticipating student misconceptions and fosters critical thinking. 	<ul style="list-style-type: none"> Making intentional decisions that reflect appropriate / current content knowledge, OR Anticipating student misconceptions and fosters critical thinking. 	<ul style="list-style-type: none"> Making intentional decisions that reflect appropriate / current content knowledge, AND Anticipating student misconceptions and fosters critical thinking. 	<ul style="list-style-type: none"> Making intentional decisions that reflect appropriate / current content knowledge, AND Anticipating student misconceptions and fosters critical thinking.
Scaffolding and Differentiation for Learning	<ul style="list-style-type: none"> Providing scaffolds to support the development of the learning target, OR Using strategies that differentiate for individual learning strengths and needs. 	<ul style="list-style-type: none"> Providing scaffolds to support the development of the learning target, OR Using one strategy (such as time, space, structure, or materials) that differentiates individual learning strengths and needs. 	<ul style="list-style-type: none"> Providing scaffolds that are clearly related to and support the development of the learning target, OR Using multiple strategies (such as time, space, structure, or materials) that differentiate individual learning strengths and needs. 	<ul style="list-style-type: none"> Providing scaffolds that are clearly related to and support the development of the learning target, AND Uses multiple targeted and flexible strategies (such as time, space, structure, or materials) that differentiate for individual learning strengths and needs.

Guiding Questions

- How does the learning in the classroom reflect authentic ways of reading, writing, thinking, and reasoning in the discipline under study? (How does the work reflect what mathematicians do and how they think)?
- How does the content of the lesson (text or task) influence the intellectual demand (the thinking and reasoning required)? How does it align with grade-level standards?
- How does the teacher scaffold the learning to provide all students with access to intellectual work and to participation in meaning-making?
- What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge?
- How are students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials?
- How does the teacher differentiate instruction for students with different learning needs – academic background, life experiences, culture, and language?

Evidence Examples

- Lesson plans that indicate materials and/or tasks that are in alignment with the purpose of the lesson or unit.
- The teacher discusses examples of how they anticipate student misconceptions and foster critical thinking.
- Lesson plans indicate the use of multiple activity formats which allow students to communicate clearly and creatively in the content area.
- The teacher discusses how they scaffold lessons to ensure their support in the development of the learning target.
- Records showing communication with students, parents, and specialists regarding student learning needs.
- Supports for students in the classroom environment to improve success are evident. (visual schedules, cues for strategies/behaviors, etc.)

Dimension 4: Assessment for Student Learning

Area of Focus	INEFFECTIVE <i>No evidence of...</i>	DEVELOPING <i>Limited evidence of...</i>	EFFECTIVE <i>Sufficient evidence of...</i>	ACCOMPLISHED <i>Substantial evidence of...</i>
Assessments	<ul style="list-style-type: none"> Formative and summative assessment (The teacher only uses summative assessments, such as those drawn from textbooks, or standardized tests), OR Using assessment results for guidance in planning instruction, OR Student engagement in their progress toward the learning target. 	<ul style="list-style-type: none"> Formative and summative assessments (such as teacher and student-developed assessments computer-based tests, and demonstrations of progress), to guide short and long-term plans, OR Using assessment results for guidance in planning instruction, OR Student engagement in their progress toward the learning target. 	<ul style="list-style-type: none"> Formative and summative assessments (such as teacher and student-developed assessments computer-based tests, and demonstrations of progress), to guide short and long-term plans, AND Using assessment results for guidance in planning instruction, AND Student engagement in their progress toward the learning target. 	<ul style="list-style-type: none"> A wide range of formative and summative assessments (such as teacher and student-developed assessments computer-based tests, and demonstrations of progress), appropriate to learning outcomes and instructional activities, AND The teacher consistently uses an observable system and routines for recording formative assessment data and uses the data to inform day-to-day instructional practices, AND The teacher consistently structures opportunities for students to self-evaluate and reflect on their own learning.
Adjustments	<ul style="list-style-type: none"> Analyzing and using group/individual data to adjust teaching plans, OR Re-teaching and building students' background knowledge, OR Reviewing assessment results with students to ensure their understanding of errors and provides opportunities for students to correct those errors. 	<ul style="list-style-type: none"> Analyzing and using group/individual data to adjust teaching plans, OR Re-teaching and building students' background knowledge, OR Reviewing assessment results with students to ensure their understanding of errors and provides opportunities for students to correct those errors. 	<ul style="list-style-type: none"> Analyzing and using group/individual data to adjust teaching plans, AND Re-teaching and building students' background knowledge, AND Reviewing assessment results with students to ensure their understanding of errors and provides opportunities for students to correct those errors. 	<ul style="list-style-type: none"> Analyzing and using group/individual data to adjust teaching plans, AND Re-teaching and building students' background knowledge, AND Reviewing assessment results with students to ensure their understanding of errors and provides opportunities for students to correct those errors.

Guiding Questions

- How does instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment?
- How does the teacher gather information about student learning? How comprehensive are the sources of data from which they draw?
- How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches the boundaries of student thinking?
- How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning?
- How does the teacher's instruction reflect planning for assessment?
- How does the teacher use multiple forms of assessment to inform instruction and decision making?
- How does the teacher adjust instruction based on in-the-moment assessment of student understanding?

Evidence Examples

- Ongoing formative and summative assessment data.
- Analysis of student work samples, entry and exit tickets, polls, etc.
- Evidence of student work that has been corrected by the student.
- The teacher discusses multiple examples of how they used group/individual data to adjust teaching plans.
- Evidence of student self-evaluation/reflection.

Dimension 5: Classroom Environment & Culture

Area of Focus	INEFFECTIVE <i>No</i> evidence of...	DEVELOPING <i>Limited</i> evidence of...	EFFECTIVE <i>Sufficient</i> evidence of...	ACCOMPLISHED <i>Substantial</i> evidence of...
Use of Physical Environment	<ul style="list-style-type: none"> The physical environment of the classroom is unsafe, OR Resources are not accessible to all students to support their learning during the lesson. 	<ul style="list-style-type: none"> The physical environment is safe, friendly, and welcoming, AND The resources, materials, and technology in the classroom relate to the content or current unit and are accessible to all students. 	<ul style="list-style-type: none"> The physical environment is safe, friendly, and welcoming, AND The resources, materials, and technology in the classroom relate to the content or current unit and are accessible to all students, AND The arrangement of the room supports and scaffolds student access to learning. 	<ul style="list-style-type: none"> The physical environment is safe, friendly, and welcoming, AND The resources, materials, and technology in the classroom relate to the content or current unit and are accessible to all students, AND The arrangement of the room supports and scaffolds student access to learning and the purpose of the lesson, AND Students use the space(s) flexibly in support of the learning goals.
Classroom Routines	<ul style="list-style-type: none"> No evidence of established routines, OR Rarely promotes and reinforces students as self-directed learners. 	<ul style="list-style-type: none"> Limited evidence of routines OR Occasionally promotes and reinforces students as self-directed learners. 	<ul style="list-style-type: none"> Sufficient evidence of established routines, AND Frequently promotes and reinforces students as self-directed learners, AND Students are held accountable for completing their work and for supporting the learning of others. 	<ul style="list-style-type: none"> Learning is maximized by routines, AND Students are consistently reinforced as self-directed learners, AND Students are held accountable for completing their work and for supporting the learning of others, AND Learning routines for discussion and collaborative work are present and result in effective discourse.
Classroom Culture	<ul style="list-style-type: none"> The teacher does not communicate high standards for behavior, and/or interactions, OR The teacher does not require respectful and positive interactions between students and the teacher and students. 	<ul style="list-style-type: none"> The teacher inconsistently communicates high standards for behavior, OR The teacher inconsistently expects respectful and positive interactions between students and the teacher and students. 	<ul style="list-style-type: none"> The teacher frequently communicates high standards for behavior, AND The teacher frequently expects respectful and positive interactions between students and the teacher and students, AND The teacher frequently encourages and supports leadership, initiative, grit, and perseverance. 	<ul style="list-style-type: none"> The teacher consistently communicates high standards for behavior, AND The teacher consistently expects respectful and positive interactions between students and the teacher and students, AND The teacher consistently encourages and supports leadership, initiative, grit, and perseverance, AND The teacher prioritizes student voice to strengthen their sense of belonging

Guiding Questions

- How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning?
- How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity, and accountability for learning?
- How and to what extent do the systems and routines of the classroom facilitate student ownership and independence?
- What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning?
- What do discourse and interactions reveal about what is valued in this classroom?

Evidence Examples

- Examples of flexible learning groupings based on ongoing analysis of learning styles and/or developmental needs.
- Documentation of instructional and/or testing accommodations and modifications for students.
- Records showing communication with students, parents, and specialists regarding student learning needs.
- Classroom organization, equipment, and materials are easily accessible and complement the instructional focus.
- Classroom discipline data reflects effective routines and rituals
- The teacher discusses examples of students who exhibited leadership, initiative, grit, and/or perseverance after the teacher intervened

Dimension 5+: Professional Responsibilities

Area of Focus	INEFFECTIVE <i>No</i> evidence of...	DEVELOPING <i>Limited</i> evidence of...	EFFECTIVE <i>Sufficient</i> evidence of...	ACCOMPLISHED <i>Substantial</i> evidence of...
Professional Learning and Collaboration	<ul style="list-style-type: none"> Collaborating with peers or engages in inquiry for the purpose of improving instructional practice or student learning. Communicating student progress information to relevant individuals within the school community. 	<ul style="list-style-type: none"> Collaborating and engaging in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions. Teacher communicates student progress, but usually relies on one method for communication or requires support or reminders. 	<ul style="list-style-type: none"> Collaborating and engaging in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. The teacher contributes to collaborative work. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. 	<ul style="list-style-type: none"> Collaborating and engaging 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 serves as a mentor for others' growth and development. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.
Ethical Practices	<ul style="list-style-type: none"> Teacher's professional interactions with adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional. Teacher is unaware of or does not support school, district, or state initiatives. Teacher violates a district policy Teacher rarely follows the district curricula/scope and sequence. 	<ul style="list-style-type: none"> Professional interactions with adults and students are friendly, ethical, and professional. Supporting learning for all students. Supporting and understanding of school, district, or state initiatives. Following district policies and implements district curricula/scope and sequence. 	<ul style="list-style-type: none"> Professional interactions with adults and students are friendly, ethical, and professional, AND Supporting learning for all students, AND Advocating for fair and equitable practices for all students, AND Supporting and understanding of school, district, or state initiatives, AND Following district policies and implements district curricula/scope and sequence. 	<ul style="list-style-type: none"> Professional interactions with adults and students are friendly, ethical, and professional, AND Supporting learning for all students, AND Challenging adult attitudes and practices that may be harmful or demeaning to students. Teacher advocates for fair and equitable practices for all students, AND Supporting and looks for opportunities to take on leadership roles in developing and implementing school, district or state initiatives, AND Following district policies and implements district curricula/scope and sequence.

<p>Communication</p>	<p>Teacher rarely communicates in any manner with parents and guardians.</p>	<p>Teacher communicates with all parents and guardians, but usually relies on one method for communication or requires support or reminders.</p>	<p>Teacher communicates with all parents and guardians using multiple tools to communicate in a timely and positive manner.</p>	<ul style="list-style-type: none"> • Teacher effectively engages in two-way communication with all parents and guardians using multiple tools to communicate in a timely and positive manner. • Teacher and student communicate accurately and positively about student successes and challenges.
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Guiding Questions

- Are strengths and areas for growth identified during self-assessment?
- Are student outcomes or performance data used during self-assessment?
- Does the educator select and participate in professional development opportunities related to previously identified areas for growth?
- Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements?
- Does the educator experiment with new ideas or adapt their practice as a result of professional growth opportunities?
- Is there evidence of collaborative work with team members and/or the entire school to advance student learning?
- Does the teacher seek opportunities to take a leadership role in student learning and development?

- Are students, families, and other community resources encouraged to collaborate and be involved in learner development?

Evidence Examples

- Teacher shares professional expertise through collaboration with peers.
- Teacher is an active participant and contributor in building and district PLC and other settings.
- Teacher is an active participant in IEP meetings.
- Teacher assumes leadership roles in the school or district.
- Examples of student data provided to relevant individuals.
- Teacher and supervisor have no corrective communication about the need for the teacher to follow district policies or use district curricula/scope and sequences
- Communication logs for parent contacts

EVALUATION SCHEDULES

Timeline for Probationary & Temporary Educators

Tasks & Resources	Timeline
Self-Reflection <ul style="list-style-type: none"> <input type="checkbox"/> Complete your self-reflection using the 5D+ rubrics and submit via TalentED. 	September
Goal Setting <ul style="list-style-type: none"> <input type="checkbox"/> Develop two SLG goals and one professional goal based on your self-evaluation and initial assessment of student progress, then submit them via TalentED. <input type="checkbox"/> Schedule a goal conference with your evaluator to review and approve your goals. 	Due by November 15
Observations <ul style="list-style-type: none"> <input type="checkbox"/> Complete at least one formal observation. Complete pre-and post-conferences with associated forms in TalentED. <input type="checkbox"/> Complete at least one informal observation 	October-December
Mid-Year Goal Review <ul style="list-style-type: none"> <input type="checkbox"/> Complete mid-year goal review form in TalentED. Attach artifacts as appropriate. <input type="checkbox"/> Schedule a meeting with your evaluator to review progress toward goals and adjust as needed. 	January-February
Observations <ul style="list-style-type: none"> <input type="checkbox"/> Complete additional formal and informal observations until the required number of observations are finished. 	January-May
End of Year Goal Conference <ul style="list-style-type: none"> <input type="checkbox"/> Complete goal reflections in TalentED. Attach student growth data and other relevant artifacts. Submit to evaluator for review. <input type="checkbox"/> Schedule an end of year goal conference with your evaluator to review progress made toward goals. 	May-June
Summative Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Meet with your evaluator to discuss your summative evaluation. <input type="checkbox"/> Review and sign your evaluation electronically in TalentED. 	June

**Temporary educators working more than 135 days will be evaluated.*

Timeline for Contract Educators (On-Cycle)

Tasks & Resources	Timeline
Self-Reflection <ul style="list-style-type: none"> <input type="checkbox"/> Complete your self-reflection using the 5D+ rubrics and submit via TalentED. 	September
Goal Setting <ul style="list-style-type: none"> <input type="checkbox"/> Develop two SLG goals and one professional goal based on your self-evaluation and initial assessment of student progress, then submit them via TalentED. <input type="checkbox"/> Schedule a goal conference with your evaluator to review and approve your goals. 	Due by November 15
Observations <ul style="list-style-type: none"> <input type="checkbox"/> Complete at least one informal observation 	October-December
Mid-Year Goal Review <ul style="list-style-type: none"> <input type="checkbox"/> Complete mid-year goal review form in TalentED. Attach artifacts as appropriate. <input type="checkbox"/> Schedule a meeting with your evaluator to review progress toward goals and adjust as needed. 	January-February
Observations <ul style="list-style-type: none"> <input type="checkbox"/> Complete a formal observation. Complete pre-and post-conferences with associated forms in TalentED. 	January-May
End of Year Goal Conference <ul style="list-style-type: none"> <input type="checkbox"/> Complete goal reflections in TalentED. Attach student growth data and other relevant artifacts. Submit to evaluator for review. <input type="checkbox"/> Schedule an end of year goal conference with your evaluator to review progress made toward goals. 	May-June
Summative Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Meet with your evaluator to discuss your summative evaluation. <input type="checkbox"/> Review and sign your evaluation electronically in TalentED. 	June

Timeline for Contract Educators (Off-Cycle)

Tasks & Resources	Timeline
<p>Self-Reflection</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete your self-reflection using the 5D+ rubrics and submit via TalentED. 	September
<p>Goal Setting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop two SLG goals and one professional goal based on your self-evaluation and initial assessment of student progress, then submit them via TalentED. <input type="checkbox"/> Schedule a goal conference with your evaluator to review and approve your goals. 	Due by November 15
<p>Mid-Year Goal Review</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete mid-year goal review form in TalentED. Attach artifacts as appropriate. <input type="checkbox"/> Schedule a meeting with your evaluator to review progress toward goals and adjust as needed. 	January-February
<p>End of Year Goal Conference</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete goal reflections in TalentED. Attach student growth data and other relevant artifacts. Submit to evaluator for review. <input type="checkbox"/> Schedule an end of year goal conference with your evaluator to review progress made toward goals. 	May-June