

[www.dallas.k12.or.us](http://www.dallas.k12.or.us)

Phone: 503.623.5594 • Fax: 503.623.5597 • Address: 111 SW Ash Street • Dallas, Oregon 97338



# Dallas School District

## Licensed Teacher Evaluation Guide

**Last Updated: August 19, 2022**

# Dallas School District Licensed Teacher Evaluation Guide

## Table of Contents

### Evaluation Guide

Introduction.....	5
Professional Growth Cycle.....	7
Summary of Standards.....	8
Levels of Proficiency.....	9
Licensed Teacher Evaluation Rubric.....	10
Multiple Measures and Collection of Evidence.....	15
Definitions and Explanations of Key Terms.....	16

### Job Descriptions and Expectations

Job Description – Teacher.....	19
Job Description – Special Education Teacher.....	23
Workplace Expectations.....	28
Professional Communication and Conduct.....	29

### Evaluation Forms and Worksheets

Evaluation Conferences Checklists.....	31
Summary of Standards for Self-Assessment.....	32
Student Growth Goals Worksheet.....	33
Professional Growth Goals Worksheet.....	34
Mid-Year Review Worksheet.....	35
End-of-Year Summary Worksheet.....	36
Summative Teacher Evaluation Scoring Summary.....	37
Summative Teacher Evaluation Support Matrix.....	38
Levels of Proficiency: Key Terms and Indicators.....	39

On-Stage/Off-Stage: Observations vs. Artifacts.....	40
<b>References.....</b>	<b>42</b>

# Dallas School District Licensed Teacher Evaluation Guide

## Introduction

During the 2009-2010 school year, Dallas Education Association and Dallas School District agreed collaboratively that it was time to reevaluate our Licensed Teacher Evaluation System. With the primary goal of improving professional practice and responsibilities through evaluation in an effective and efficient manner, a committee was formed consisting of representative teachers and administrators from across the district.

After months of meeting and discussion, the committee agreed upon a new pilot system based significantly on Charlotte Danielson's *Framework for Teaching Evaluation Instrument*. During the resulting year, 2011-2012, district administrators piloted the new system on evaluation committee members and probationary teachers, collecting valuable feedback. In the latter part of that year, the district also pursued and received a CLASS grant sponsored by The Chalkboard Project to partially fund and provide support for these ongoing efforts. Coincidentally, the Oregon Legislature passed into law SB 290 requiring all districts to create a new evaluation system with its own specific requirements. In 2012-2013, under these circumstances, the district, in continued collaboration with DEA, created a CLASS Design Team:

Yvette Allen	Special Education (Whitworth)
Erich Berg	Language Arts (DHS)
Cory Bradshaw	Principal (Morrison)
Charlotte Fisher	DEA Secretary and 6 <sup>th</sup> Grade (LaCroele)
Pam Haerer	Counselor (LaCreole)
Terri Hethorn	DEA Vice President and Elementary ELL
Linda Jones	2 <sup>nd</sup> Grade (Oakdale)
Hillary Lucich	Spanish (DHS)
Steve Martinelli	Principal (Whitworth)
Scot McDonald	Social Studies (LaCreole/DHS)
Paul Myers	Assistant Principal (LaCreole)
Michelle Nelson	3 <sup>rd</sup> Grade (Lyle)
Connie Olliff	3 <sup>rd</sup> Grade (Lyle)
Tim Ray	Agricultural Programs (DHS)
Katie Shumway	DEA Bargaining Co-Chair and 1 <sup>st</sup> Grade (Oakdale)
Jared Tesch	Social Studies and Design Team Leader (LaCreole)

Among other things, this new team was commissioned to consider the prior work of the evaluation committee and creatively meet the requirements of SB 290. As a result of this work, the Design Team agreed upon a new Licensed Teacher Evaluation System reflective of the values, principles and culture of Dallas School District. Though initially modeled in part on the *Oregon InTASC Model Core Teaching Standards* and Salem-Keizer's *LEGENDS* Evaluation Rubric, other national and statewide models were also considered and identified for use.

The Dallas School District Licensed Teacher Evaluation System includes:

- Annual professional growth cycle with at least 4-6 classroom observation and three formal teacher-supervisor conferences
- Evaluation rubric with 29 specific components within the context of eight professional practice standards and two professional responsibilities standards
- Student growth goals and professional goals
- Multiple measures
- Scoring matrix to provide ongoing support and specific professional development.

Within the rubric, each standard is described in terms of four performance levels: Does Not Meet Standard, Developing Proficiency toward Standard, Proficient Relative to Standard, and Exceeds Standard.

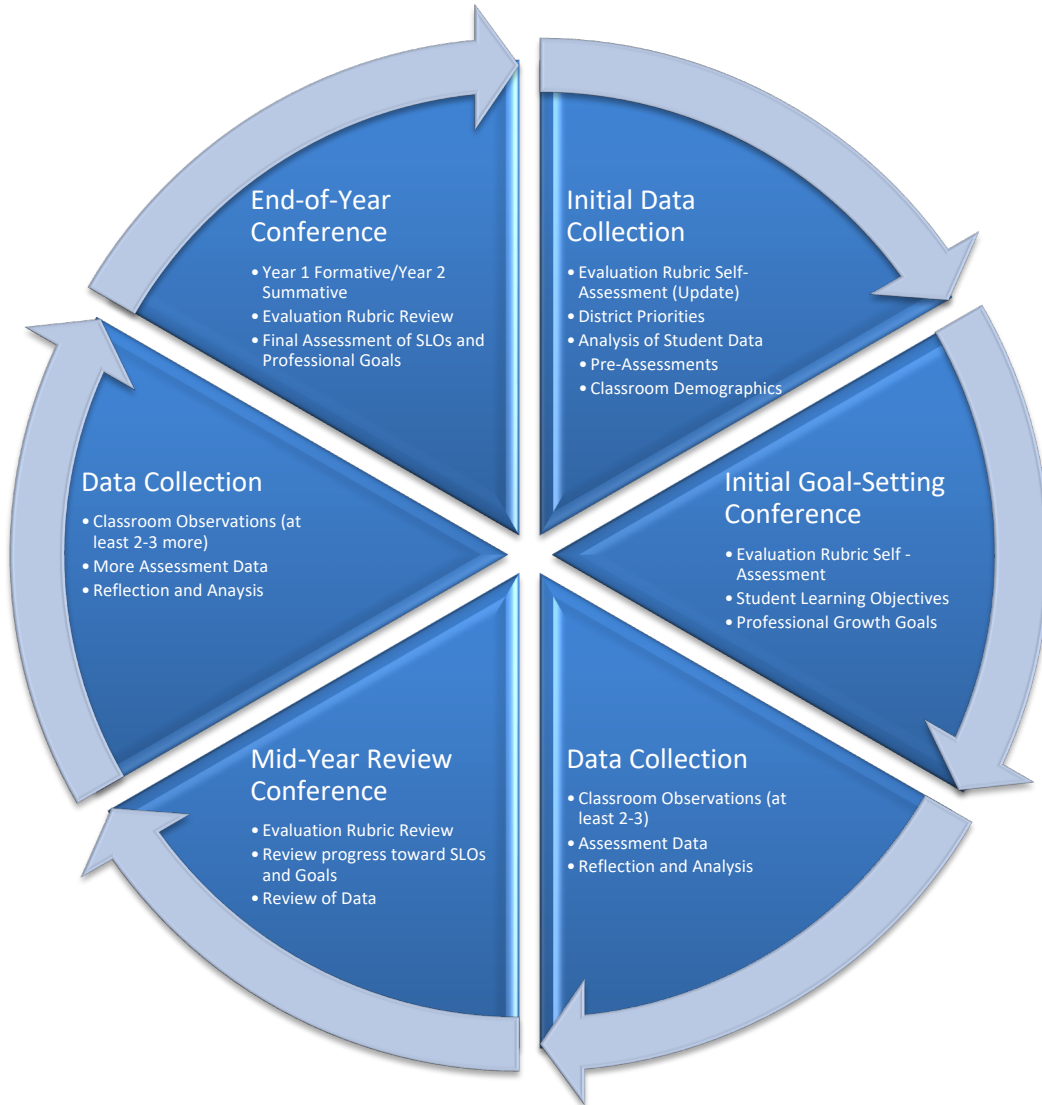
The primary purpose of this evaluation system is to improve student learning. This guide is meant to provide the structure for licensed staff to improve professional practice and responsibilities through a reflective professional improvement cycle. The evaluation process is also designed to encourage more meaningful conversations around student learning and growth, and relies on the premise that all professionals are committed to improving their performance and elevating the profession.

### **Performance Standards & Job Descriptions**

ORS requires performance standards and job descriptions to serve as a basis for staff evaluation and the establishment of individual performance goals. Performance standards and job descriptions specify responsibilities and qualifications of teachers. Performance standards apply to all teachers; job descriptions are written according to area of specialty and level of instruction.

Copies of all evaluative materials including this handbook, job descriptions, and the evaluation rubric with detailed performance standards will be provided for all teachers by their supervisor. Nothing in this handbook prevents the District or Board from actions allowed by policy, state or national law.

# Dallas School District Professional Growth Cycle



## Timeline

	<b>Initial Goal-Setting Conference</b>		<b>Mid-Year Review Conference</b>		<b>End-of-Year Conference</b>
<b>Data Collection</b>	Start Inservice Week - Completed by mid-October	<b>Data Collection</b>	Completed by mid-February	<b>Data Collection</b>	Start May 1 - Completed by End of the Year
	Includes Discussion of: <ul style="list-style-type: none"> <li>• Evaluation Rubric Self-Assessment</li> <li>• 2 Student Growth Goals (SGGs)</li> <li>• Professional Goals</li> </ul>		Includes Discussion of: <ul style="list-style-type: none"> <li>• Data (includes at least 2-3 Observations*)</li> <li>• Evaluation Rubric Review</li> <li>• Progress of SGGs and Professional Goals</li> </ul>		Includes Discussion of: <ul style="list-style-type: none"> <li>• Data (includes at least 1-3 more Observations*)</li> <li>• Evaluation Rubric Review</li> <li>• Final Assessment of SGGs and Professional Goals</li> </ul>

\*For all Probationary and Temporary Contract Teachers, at least one of the observations each semester will be a formal observation.

## Summary of Standards

<b>Professional Practice</b>	
<b>Learner Development</b>	<b>1.1</b> Demonstrates an understanding of how children/adolescents learn and develop.
	<b>1.2</b> Designs and implements developmentally appropriate instruction.
<b>Learner Differences</b>	<b>2.1</b> Makes appropriate and timely provisions for individual students with particular learning differences or needs.
	<b>2.2</b> Incorporates tools of language development into planning and instruction to support development of academic language proficiency.
<b>Learning Environments</b>	<b>3.1</b> Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.
	<b>3.2</b> Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.
	<b>3.3</b> The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.
<b>Content Knowledge</b>	<b>4.1</b> Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) s/he teaches.
	<b>4.2</b> Integrates culturally relevant content to build on learner's background knowledge.
	<b>4.3</b> Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.
<b>Application of Content</b>	<b>5.1</b> Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.
	<b>5.2</b> Engages learners in critical and creative thinking, encouraging new ideas and approaches.
<b>Assessment</b>	<b>6.1</b> Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.
	<b>6.2</b> Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.
	<b>6.3</b> Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.
<b>Planning for Instruction</b>	<b>7.1</b> Designs learning experiences aligned to curriculum standards and student needs.
	<b>7.2</b> Evaluates and adjusts plans based on student outcomes.
	<b>7.3</b> Plans collaboratively with colleagues and/ or specialists to design instruction to meet unique learning needs.
<b>Instructional Strategies</b>	<b>8.1</b> Varies role in the instructional process (e.g., instructor, facilitator, guide, audience).
	<b>8.2</b> The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.
	<b>8.3</b> Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.
	<b>8.4</b> Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.
	<b>8.5</b> Engages all learners in developing higher order thinking skills and metacognitive processes.
<b>Professional Responsibilities</b>	
<b>Professional Learning &amp; Ethical Practice</b>	<b>9.1</b> Engages in ongoing learning opportunities to develop and apply knowledge and skills.
	<b>9.2</b> Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.
	<b>9.3</b> Demonstrates knowledge of legal and ethical rights and responsibilities.
<b>Leadership &amp; Collaboration</b>	<b>10.1</b> Takes an active role on the instructional team.
	<b>10.2</b> Works collaboratively with students and families to support learner development and achievement.
	<b>10.3</b> Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.
<b>Student Growth Goals</b>	
<b>SGG #1</b>	<b>11.1</b> See the Oregon Matrix Model for Scoring Criteria
<b>SGG #2</b>	<b>11.2</b> See the Oregon Matrix Model for Scoring Criteria



## **Levels of Proficiency**

The Licensed Teacher Evaluation System includes four levels of proficiency. Typically, the difference between proficiency levels is demonstrated through consistency of application.

### **Does Not Meet Standard**

The teacher performing at this level does not yet appear to understand the concepts underlying the standard or related components. Working on the fundamental practices and responsibilities associated with these standards will enable the teacher to grow and develop in this area. If a supervisor encounters performance at this level, timely intervention is necessary and it represents the first priority for instructional coaching and focused professional development.

### **Developing Proficiency toward Standard**

The teacher performing at this level appears to understand the concepts underlying the standard and related components. Implementation may be sporadic, intermittent, or otherwise not entirely successful. It is typical for even experienced teachers to perform at this level in certain standards, especially when experiencing new teaching assignments, trying new activities, or implementing new programs. Teachers at this level are expected to engage in additional reading, reflecting and discussing, instructional coaching, observing of other master teachers, and mentoring, in order to become proficient in this area.

### **Proficient Relative to Standard**

The teacher performing at this level clearly understands the concepts underlying the standard and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level. Teachers performing at this level are experienced, professional educators. They thoroughly know their content, students, and curriculum, and have a broad repertoire of strategies and activities to use with students. They constantly assess and adjust their strategies to meet the immediate and long-term needs of students. Effective teaching routines have become automatic. Teachers performing at this level have mastered the work of teaching while working to improve their practice and serve as a resource within their professional learning community.

### **Exceeds Standard**

Teachers performing at this level are master teachers within this standard and make a contribution to the field, both in and outside their school. Their classrooms operate at a quantitatively different level than most other teachers. This performance level is very high and, indeed, some teachers may never attain it consistently. Typically a teacher will only exceed standards in any area in which they have developed a special interest and expertise. The level of knowledge and consistency of application of this skill ultimately means that a teacher will probably only reach this level on a few standards and it may take many years of concerted effort to accomplish and maintain. As some educators have phrased it, this level “is a good place to visit, but don’t expect to live there.” But, regardless of how challenging it may be to consistently perform at this level, it should still remain a goal for all teachers.

## Licensed Teacher Evaluation Rubric

Standard	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
<b>1.1 Demonstrates an understanding of how children/adolescents learn and develop.</b>	Demonstrates minimal knowledge of student patterns of learning and development.	Demonstrates basic knowledge of student patterns of learning and development.	Demonstrates thorough knowledge of student patterns of learning and development.	Is a resource for colleagues in understanding student patterns of learning and development.
<b>1.2 Designs and implements developmentally appropriate instruction.</b>	Implements activities and assignments that are not developmentally appropriate for students.	Implements some activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that are developmentally appropriate for their students.	Implements activities and assignments that challenge each student at his/her developmental level.
<b>2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs.</b>	Does not differentiate instruction according to students' learning differences or needs.	While not always effective, attempts to differentiate instruction according to students' learning differences or needs.	Differentiates instruction according to students' learning differences or needs.	Anticipates individual students' learning needs by proactively designing differentiated instruction, and makes effective differentiation decisions while teaching.
<b>2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.</b>	Does not use strategies and tools to support student development of academic language proficiency.	While not always effective, attempts to use strategies and tools to support student development of academic language proficiency.	Uses strategies and tools to support student development of academic language proficiency.	Cultivates student independence in the development of academic language.
<b>3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.</b>	Ineffectively designs and manages the learning environment and/or instructional time, resulting in students failing to engage in learning.	While not always effective, designs and manages the learning environment and/ or instructional time to accommodate students' needs and involvement in learning.	Designs and manages the learning environment and instructional time to accommodate all students' needs and involvement in learning.	Proactively establishes systems in which both teacher and students manage the learning environment, transitions and instructional time to maximize active involvement in learning for all students.
<b>3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.</b>	Does not build a classroom community based upon shared values and expectations. At times fails to communicate with students in a fair and respectful manner.	While not always effective, attempts to build a classroom community based on shared values and expectations. Communicates with students in a fair and respectful manner.	Creates a positive classroom community based on shared values and expectations for respectful interactions with regard to race, culture, gender, sexual orientation, religion, socioeconomic status, and exceptionalities.	Collaborates with students to facilitate their self-reflection and ownership for ongoing improvement of the classroom community based upon respect, fairness, and the inherent value of all members.
<b>3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.</b>	Minimal standards of conduct or systems for performing non-instructional tasks are in place. Teacher either does not monitor student behavior or responds inconsistently.	Standards of conduct and systems for performing non-instructional tasks are in place; however, they are at times inconsistent or unclear. Teacher monitors student behavior and responds with moderate effectiveness.	Standards of conduct are clear; efficient systems for performing non-instructional tasks are in place. Teacher monitors student behavior and responds effectively.	Standards of conduct and efficient systems encourage students to independently monitor their behavior and performance. Monitoring by teacher is subtle and preventive.

<b>Standard</b>	<b>Does Not Meet Standard (DNM)</b>	<b>Developing Proficiency Toward Standard (DP)</b>	<b>Proficient Relative To Standard (PR)</b>	<b>Exceeds Standard (E)</b>
<b>4.1 Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) s/he teaches.</b>	Displays minimal content knowledge. Instructional practices indicate little awareness of learning progressions and such knowledge is incomplete or inaccurate.	Displays basic content knowledge. Instructional practices indicate some awareness of learning progressions, although such knowledge may be incomplete or inaccurate.	Displays thorough content knowledge. Instructional practices reflect understanding of learning progressions within the discipline.	Mastery of content knowledge and learning progressions allow flexible adjustments to address students at their current level of understanding to either remediate or deepen their understanding.
<b>4.2 Integrates culturally relevant content to build on learner's background knowledge.</b>	Demonstrates inadequate knowledge of learners' cultural backgrounds and experiences and lacks ability to design learning experiences as a result.	Demonstrates limited knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences.	Designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences.	Designs learning experiences that integrate culturally relevant content for each student within the context of the curriculum.
<b>4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.</b>	Does not apply strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	While not always effective, attempts to apply strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	Applies strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	Creates an interactive environment where students take the initiative to independently understand, question and analyze ideas from diverse perspectives within the discipline.
<b>5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.</b>	Does not design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	While not always effective, attempts to design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Designs learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Embeds interdisciplinary connections within curriculum, allowing students to independently relate these connections to key concepts and underlying themes.
<b>5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.</b>	Does not encourage students' formation of independent ideas and creative approaches.	Applies strategies that may allow students to form independent ideas and creative approaches that are sometimes connected to relevant content.	Applies strategies that facilitate students' formation of independent ideas and creative approaches that are connected to relevant content.	Creates an environment that regularly encourages students' formation of independent ideas and creative approaches.
<b>6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.</b>	Assessments are not aligned with learning objectives and/ or do not enable students to demonstrate their learning.	Constructs and/or selects formative and summative assessments that sometimes do not align with learning objectives, and may use limited measures for learners to demonstrate what they know.	Constructs and/or selects formative and summative assessments that align with learning objectives and use multiple measures for learners to demonstrate what they know.	Constructs and/or selects assessments that clearly inform students of their progress and encourage them to take responsibility for their learning by showing an understanding of where they are and their next steps for learning.

<b>Standard</b>	<b>Does Not Meet Standard (DNM)</b>	<b>Developing Proficiency Toward Standard (DP)</b>	<b>Proficient Relative To Standard (PR)</b>	<b>Exceeds Standard (E)</b>
<b>6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.</b>	Uses assessment solely as a means to determine a grade and/or neither examines assessment data independently nor with colleagues to inform instructional decisions.	Documents, analyzes and interprets limited student assessment data independently and with colleagues, and/or assessment data is sometimes used to identify student learning needs.	Documents, analyzes and interprets a variety of student assessment data, independently and with colleagues, to identify individual student learning needs, trends, and patterns among groups of students to inform instruction.	Documents, analyzes and interprets a variety of student assessment data, independently and with colleagues, resulting in a continuous feedback loop of effective assessment informing effective instruction.
<b>6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.</b>	Performance standards are not provided to students. Rarely provides models or guidance for students to improve the quality of their work.	Sometimes provides performance standards for student work and/or standards may lack specific expectations. Sometimes provides models and guides students in methods for improving the quality of their work.	Provides explicit performance standards for student work. Provides models and guides students in methods for improving the quality of their work.	Models and facilitates processes that involve students in examining and assessing their work products, both individually and collectively, using clearly defined performance standards. Allocates time to provide specific descriptive feedback to individual learners.
<b>7.1 Designs learning experiences aligned to curriculum standards and student needs.</b>	Demonstrates minimal evidence of planning aligned to content standards and student needs.	While not always effective, attempts to create short- and long-term plans which may be aligned to content standards. Attempts to integrate student learning needs, goals, and learning activities into plans.	Creates short- and long-term plans aligned to content standards. Plans integrate student learning needs, goals, and learning activities.	Plans reflect understanding of prerequisite relationship between content standards. Teacher is proactive in planning for student misconceptions and addressing them before proceeding.
<b>7.2 Evaluates and adjusts plans based on student outcomes.</b>	Does not evaluate or customize instructional plans based upon student outcomes.	Sometimes customizes instructional plans based upon assessment data. Sometimes responds to student outcomes by tailoring instruction and strategies to assessed student needs.	Customizes instructional plans based upon ongoing assessment data. Responds to student outcomes by tailoring instruction and strategies to assessed student needs.	Anticipates and plans for a wide range of adaptations to lessons based on analysis of individual student outcomes. Engages with students to identify adjustments in instruction that best meet their learning needs.
<b>7.3 Plans collaboratively with colleagues and/ or specialists to design instruction to meet unique learning needs.</b>	Does not access colleagues and/or specialists for collaborative planning.	Consultation with colleagues and/or specialists sometimes influences the design of instruction to address unique learning needs.	Collaborates with colleagues and/or specialists to design instruction that addresses unique learning needs.	Anticipates unique student needs and collaborates with colleagues and/or specialists to proactively address them.
<b>8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)</b>	Utilizes only a teacher-directed instructional approach.	Beginning to integrate role variation, but relies primarily on direct instruction.	Varies role between instructor, facilitator, guide and audience. Considers learners' needs and instructional goals in determining appropriate instructional role.	Integrates a variety of roles for all members of the classroom community, so students become both teachers and learners.

<b>Standard</b>	<b>Does Not Meet Standard (DNM)</b>	<b>Developing Proficiency Toward Standard (DP)</b>	<b>Proficient Relative To Standard (PR)</b>	<b>Exceeds Standard (E)</b>
<b>8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.</b>	Does not incorporate or ineffectively incorporates available media and technology in support of content and skill development.	Moderately effective at incorporating available media and technology and/ or support of content and skill development is not always clear.	Incorporates available media and technology that supports content and skill development.	Seeks out new and/or innovative ways to integrate available media and technology to support content and skill development.
<b>8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.</b>	Rarely uses instructional strategies which provide opportunities for students to communicate.	Sometimes uses instructional strategies which provide opportunities for students to communicate. May not allow for a variety of methods for communicating to various audiences.	Uses instructional strategies which provide regular opportunities for students to develop and use a variety of methods for communicating to various audiences.	Uses instructional strategies to create an interactive environment where students independently select and use a variety of communication modes.
<b>8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.</b>	Does not use questioning strategies to stimulate discussion that enhances student learning.	While not always effective, attempts to use questioning strategies to stimulate discussion that enhances student learning.	Uses questioning strategies to stimulate discussion that enhances student learning.	Flexibly uses questioning strategies, based on in-the-moment analysis of student understanding, to stimulate discussion and move students forward in their learning.
<b>8.5 Engages all learners in developing higher order thinking skills and metacognitive processes.</b>	Does not use teaching strategies to develop higher order thinking skills or metacognitive processes.	Uses a limited number of strategies that are sometimes effective at developing higher order thinking skills and metacognitive processes for all learners.	Uses various strategies to engage all learners in developing higher order thinking skills and metacognitive processes.	Creates a classroom culture where students use higher order thinking skills and metacognitive processes, both independently and with others, as a natural part of the learning process.
<b>9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.</b>	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others.
<b>9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.</b>	Does not use evidence to self-assess professional practice.	Uses few sources of evidence to self-assess professional practice.	Utilizes multiple sources of evidence to self-assess professional practice.	Integrates experimentation, data analysis, and reflection into daily professional practice. Readily engages in collaborative efforts to reflect on professional practice.

Standard	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
<b>9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.</b>	Demonstrates inadequate knowledge of federal, state, and district regulations and policies.	Demonstrates limited understanding of federal, state, and district regulations and policies.	Demonstrates thorough understanding and fully complies with federal, state, and district regulations and policies.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities.
<b>10.1 Takes an active role on the instructional team.</b>	Rarely engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Sometimes engages in meetings and activities designed to plan curriculum, coordinate resources and solve problems.	Engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Initiates opportunities for staff collaboration to plan curriculum, coordinate resources, and solve problems.
<b>10.2 Works collaboratively with students and families to support learner development and achievement.</b>	Rarely invites interactive communication to support learner development and achievement.	Sometimes invites interactive communication. Shares information to support learner development and achievement.	Invites interactive communication to support learner development and achievement.	Uses interactive communication to foster a culture in which students know how to advocate for and articulate their learning needs in order to improve their achievement.
<b>10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.</b>	Does not cooperate with colleagues and/or does not implement effective practices in support of school and program goals.	Cooperates with colleagues in implementing effective practices in support of school and program goals.	Actively collaborates with colleagues in modeling and discussing effective practices in support of school and program goals.	Initiates collaboration, modeling, and reflective discussion of effective practices in support of school and program goals and advancement of the profession.

Student Growth Goals	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
	Less than 70% of student meet the growth target(s). When goals are attained by not rigorous. This category also applies when results are missing or incomplete	70-89% of student meet the growth target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but may not be rigorous or differentiated (as appropriate) for all students	Approximately 90% of student met their target. Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met." The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous, attainable and differentiated for all students	Approximately 90% of students met their target(s) and approximately 25% exceeded their target(s). This category is only used when a substantial number of students surpassed the overall level of attainment established by the target(s). Goal are very rigorous yet attainable and differentiated for all students

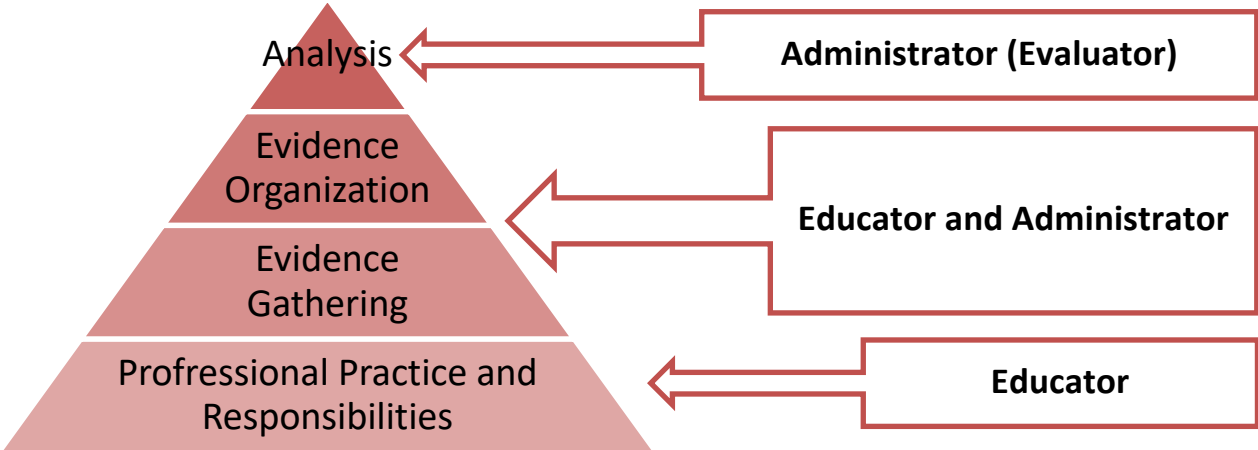
### Multiple Measures and Collection of Evidence

Multiple measures references the multiple types of evidence, artifacts, and student data that may be used to show teacher proficiency and student growth. It is anticipated that observations from your supervisor will typically be adequate to demonstrate proficiency for most standards.

<b>Professional Practice (Standards 1-8)</b>	<b>Professional Responsibilities (Standards 9-10)</b>	<b>Student Learning &amp; Growth (SGGs)</b>
Classroom Observations <ul style="list-style-type: none"> <li>• Supervisor</li> <li>• Peer</li> </ul> Lesson Plans Unit Plans Student Work Samples Teacher Created Assessments Video Recordings Student Surveys Student Growth Goals Teacher Portfolios	Workplace Expectations PLCs/Data Teams Leadership Roles Committee Work Professional Growth Goals Self-Reflections Administrator Observations Action Research Student/Parent Surveys Teacher Portfolios Meeting Minutes	National Assessments: <ul style="list-style-type: none"> <li>• Presidential Fitness Tests</li> <li>• AP Tests</li> </ul> State Assessments: <ul style="list-style-type: none"> <li>• OAKS/Smarter Balance*</li> </ul> District Assessments: <ul style="list-style-type: none"> <li>• IRIs</li> <li>• DRAs</li> <li>• Accelerated Reader</li> <li>• Read 180</li> <li>• Writing Assessments</li> <li>• Common Assessments</li> <li>• Others as approved by Administration</li> </ul>

\* Required for teachers in state-tested grade/subjects.

Collection of evidence and artifacts is the responsibility of both the teacher and administrator. Typically, administrators will provide observation data and teachers will provide other associated evidence. Though the entire process is collaborative, primary responsibility of demonstrating Professional Practice and Responsibilities is the teacher’s and the primary responsibility for analysis is the administrator’s.



## Definitions and Explanations of Key Terms

**CLASS Project.** Creative Leadership Achieves Student Success (CLASS) is an initiative backed by The Chalkboard Project designed to empower teachers to raise student achievement by creatively linking effective teaching with expanded career paths, effective performance evaluations, relevant professional development, and new compensation models.

**CLASS Design Team.** Representative cross-section of Dallas School District teachers and administrators tasked with accomplishing the CLASS Project goals. Because of the impetus of SB 290, the primary focus has been on evaluation; however significant research, review of current practices, discussion, and recommendations have been accomplished around the other three frameworks.

**Senate Bill 290.** Also known as SB 290, this law, passed by the Oregon legislature in 2011, requires school districts to create and implement teacher and administrator evaluation systems by the 2013-14 school year that incorporate the InTASC standards, provide for multiple measures, use student learning data (SGGs), and incorporate professional development as a part of the evaluation system.

**InTASC Standards.** Core teaching standards meant to describe what effective teaching that leads to improved student growth looks like; created by the Interstate Teacher Assessment Support Consortium.

**Levels of Proficiency.** Also known as performance levels, they are the four different levels of evidenced proficiency as defined for each component in the evaluation rubric.

**Multiple Measures.** Requires that new evaluation systems allow for multiple types of evidence, artifacts, and student data be used to show teacher proficiency and student growth.

**Observations.** Observations are simply one type of measure that can provide evidence of proficiency. They can take many forms:

**Supervisor Observation.** This is a typical classroom observation from an administrator. It must last at least 10-15 minutes, be documented and shared with teacher within 48 hours. They may or may not be scheduled. As a required part of the evaluation system, each teacher must receive at least 2-3 of these each semester.

**Peer Observation.** Like a supervisor observation with the following exceptions: 1) conducted by fellow licensed teachers (e.g. PLCs, or instructional coaches), and 2) are not a required part of the evaluation system, though teachers may submit them as evidence of proficiency.

**Formal Observation.** The traditional observation requiring a pre-observation conference, at least a 30-40 minute classroom observation, and a post-observation conference. These may be used and requested by peers and administrators but are not required under the evaluation system (except for Probationary and Temporary Contract Teachers). Teachers may submit them as evidence of proficiency.

**Non-Classroom Observation.** Documented observations, meeting minutes, notes, and/or other documentation providing evidence in proficiencies related to professional responsibilities outside the classroom such as in PLCs, district committee work, and staff meetings.



**Professional Goals.** Specific goals or objectives designed to improve professional practice and/or responsibilities. Goals should be aligned with areas of improved identified by the evaluation rubric and include strategies and plans of how to accomplish these goals.

**Professional Growth Cycle.** Reflective of the learning cycle, the growth cycle starts with reflection and goal setting, moves forward into continual collection of data and analysis, formative reviews of progress toward growth goals, modification based on data and analysis, and a final, summative assessment.

**Student Growth Goals (SGGs).** Also known as Student Learning Objectives (SLOs), these are professional goals that are intended to demonstrate teacher effectiveness by focusing on student learning data from common assessments and standardized tests.

# **Job Descriptions and Expectations**

**Dallas School District  
Job Description**

---

**Job Title:** LICENSED EDUCATOR - Teacher  
**Reports To:** Principal and/or Supervising Administrator  
**FLSA Status:** Exempt - Creative Professional Exemption

---

**JOB SUMMARY**

To lead students toward the fulfillment of their potential for intellectual, emotional, and psychological growth and maturation.

---

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

*Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.*

1. Assesses student achievement on an ongoing basis through the use of formal and informal testing as well as maintaining appropriate assessments and other evaluation documentation for institutional and individual reporting purposes.
2. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
3. Manages the behavior of students in the instructional setting to ensure environment is conducive to the learning process.
4. Maintains appropriate licensure, authorization, certifications, and/or training hours as required.
5. Displays a sense of humor which does not rely on sarcasm or embarrassment.
6. Encourages honesty and respect.
7. Is tolerant of colleagues and students.
8. Treats all students fairly, with courtesy, personal dignity and respect to individual differences.
9. Is free from habits which detract from effective teaching.
10. Demonstrates a personal interest in the achievement of each student.
11. Creates and maintains a classroom and/or instructional environment that is attractive, healthful, safe, conducive to learning, and ensures that materials are accessible to students and in good condition.
12. The teacher works to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
13. Professionally represents the school and the district in interactions with parents, community, staff, and students.
14. Uses good judgment in expressing opinions related to students, parents, and colleagues.
15. Communicates with parents/legal guardians and school staff regarding student expectations and keeps these individuals informed of student progress of same.
16. Maintains confidentiality with respect to students and their records and is knowledgeable of the legal rights of students and parents.
17. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
18. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

19. Maintains satisfactory personal health, except for temporary disability, has the emotional, physical, and mental abilities to meet the standards required of the position.
20. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
21. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
22. Adapts instruction in order to facilitate student achievement.
23. Executes planned classroom activities.
24. Manages allotted learning time to maximize student achievement.
25. Motivates and interests students in an approved curriculum.
26. Sets high, but achievable instructional and behavioral goals and be responsible for documenting their attainment.
27. Utilizes classroom procedures which encourage student response and participation.
28. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
29. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
30. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
31. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
32. Selects appropriate material according to individual student ability.
33. Performs required tasks in a self-contained, team, departmental or itinerant capacity as assigned.
34. Processes routine matters promptly and efficiently, such as grade reports, attendance, requisitions, and other required paperwork.
35. Promotes a positive attitude within the staff and toward the school in the community.
36. Reserves the right to differ on issues but will comply with decisions when made.
37. Works for improvement of school programs.
38. Makes effective use of resources: (a) materials, (b) human.
39. Utilizes a variety of instructional multimedia materials and technology to enhance learning.
40. Takes necessary and reasonable actions for protection of students and school property.
41. Adheres to district policies and complies with applicable district, state, local and federal laws, rules and regulations.
42. Adheres to Dallas School District Workplace Expectations and Professional Communication standards.
43. Attends work regularly and is punctual.
44. Interacts thoughtfully and courteously with students, staff, and parents and resolves conflict in a professional manner.

---

#### **MARGINAL DUTIES AND RESPONSIBILITIES**

*Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.*

1. Assists and participates in the management of student behavior in other parts of the school, school grounds or work site.
2. Provides leadership to student organizations.
3. Participates in building and district level committees.
4. Attends school activities scheduled outside the regular school day (e.g., Parent clubs, open house, etc.).
5. Attends and participates in inservices and staff development activities as required or assigned.
6. Assigns work to and oversees instructional assistants and volunteers.

---

### **SUPERVISORY RESPONSIBILITIES**

All teachers have responsibility for supervising students and assisting in maintaining a safe environment.

---

### **QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Bachelor's degree from an accredited institution, teaching license with appropriate endorsement and authorization. Must meet current federal and state requirements. Prior successful experience working in a school setting or with students strongly preferred.
- Works well with others from diverse backgrounds. Focuses on solving conflict, maintaining confidentiality, listening to others without interrupting, keeping emotions under control, remaining open to others' ideas, and contributing to building a positive team spirit.
- Ability to communicate fluently in English; verbally, and in reading and writing. Ability to effectively present information and respond effectively to questions in one-on-one, small and large group situations to students and other school staff and parents. Ability to verbally respond to common inquiries from students. Ability to read and interpret documents such as safety rules, IEP's, operating and maintenance instructions, procedure manuals and governmental regulations. Ability to write routine reports and correspondence.
- Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute ratio and percent and to draw and interpret graphs. Ability to apply concepts of basic algebra and geometry.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- General knowledge of computer usage and operating system(s). Ability to proficiently use e-mail, internet software, spreadsheets, teaching software, and word processing software. Ability to use Student Information System(s).
- Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment and work in an environment with constant interruptions and appropriately react to a wide spectrum of behaviors.

- Certificates as determined by the district including meeting current Federal certification requirements, ability to obtain a valid CPR/First Aid card, Oregon Driver License, Oregon Food Handler card, blood borne pathogen training.

---

### PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand; walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is frequently required to stand and stoop, kneel, and occasionally crouch or crawl. The employee is sometimes required to assist a student in standing, walking or sitting. The employee must regularly lift and/or move up to 20 pounds and occasionally up to 60 pounds. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

### Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate, but occasionally high depending upon the student population and activities. The employee is occasionally exposed to outdoor weather conditions. Employee may be exposed to body fluids and blood borne pathogens.

---

### OTHER

**Note:** This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

I have read and understand this job description.

**Signature:**

**Date:**

---

---

## DALLAS SCHOOL DISTRICT JOB DESCRIPTION – SPECIAL EDUCATION TEACHER

---

<b>Job Title:</b>	LICENSED EDUCATOR – Special Education Teacher
<b>Reports To:</b>	Principal and/or Supervising Administrator
<b>FLSA Status:</b>	Exempt - Creative Professional Exemption

---

### JOB SUMMARY

To lead students toward the fulfillment of their potential for intellectual, emotional, and psychological growth and maturation.

---

### ESSENTIAL DUTIES AND RESPONSIBILITIES

*Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.*

1. Assesses student achievement on an ongoing basis through the use of formal and informal testing as well as maintaining appropriate assessments and other evaluation documentation for institutional and individual reporting purposes.
2. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
3. Assesses student abilities in relation to desired and/or agreed upon educational goals, objectives, outcomes, and perceived or identified disability or impairment.
4. Assigns work to and oversees instructional assistants and volunteers.
5. Manages the behavior of students in the instructional setting to ensure environment is conducive to the learning process.
6. Maintains appropriate licensure, authorization, certifications, and/or training hours as required.
7. Displays a sense of humor which does not rely on sarcasm or embarrassment.
8. Encourages honesty and respect.
9. Is tolerant of colleagues and students.
10. Treats all students fairly, with courtesy, personal dignity and respect to individual differences
11. Is free from habits which detract from effective teaching.
12. Demonstrates a personal interest in the achievement of each student.
13. Creates and maintains a classroom and/or instructional environment that is attractive, healthful, safe, conducive to learning, and ensures that materials are accessible to students and in good condition.
14. The teacher works to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
15. Professionally represents the school and the district in interactions with parents, community, staff, and students.

16. Uses good judgment in expressing opinions related to students, parents, and colleagues.
17. Communicates with parents/legal guardians and school staff regarding student expectations and keeps these individuals informed of student progress of same.
18. Maintains confidentiality with respect to students and their records and is knowledgeable of the legal rights of students and parents.
19. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
20. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
21. Provides for or supervises care and feeding of students who because of a disability do not have feeding and/or self-help skills or abilities.
22. Maintains satisfactory personal health, except for temporary disability, has the emotional, physical, and mental abilities to meet the standards required of the position.
23. Collaborates with staff, parents, and other members of the team to develop Individual Educational Programs (I.E.P.'s) for each assigned student.
24. Coordinates educational activities with other professional staff, both school and non-school based, as required, to maximize learning opportunities.
25. Participates in the eligibility process, as assigned and after a student is determined eligible for special education services, participates in the intake process.
26. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
27. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
28. Adapts instruction in order to facilitate student achievement.
29. Executes planned classroom activities.
30. Manages allotted learning time to maximize student achievement.
31. Motivates and interests students in an approved curriculum.
32. Sets high, but achievable instructional and behavioral goals and be responsible for documenting their attainment.
33. Utilizes classroom procedures which encourage student response and participation.
34. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
35. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
36. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners,



families, other professionals, and the community), and adapts practice to meet the needs of each learner.

37. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
38. Selects appropriate material according to individual student ability.
39. Performs required tasks in a self-contained, team, departmental or itinerant capacity as assigned.
40. Processes routine matters promptly and efficiently, such as grade reports, attendance, requisitions, and other required paperwork.
41. Promotes a positive attitude within the staff and toward the school in the community.
42. Reserves the right to differ on issues, but will comply with decisions when made.
43. Works for improvement of school programs.
44. Makes effective use of resources: (a) materials, (b) human.
45. Utilizes a variety of instructional multimedia materials and technology to enhance learning.
46. Takes necessary and reasonable actions for protection of students and school property.
47. Adheres to district policies and complies with applicable district, state, local and federal laws, rules and regulations.
48. Adheres to Dallas School District Workplace Expectations and Professional Communication standards.
49. Attends work regularly and is punctual.
50. Interacts thoughtfully and courteously with students, staff, and parents and resolves conflict in a professional manner.

---

#### **MARGINAL DUTIES AND RESPONSIBILITIES**

*Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.*

1. Assists and participates in the management of student behavior in other parts of the school, school grounds or work site.
2. Provides leadership to student organizations.
3. Participates in building and district level committees.
4. Attends school activities scheduled outside the regular school day (e.g., Parent clubs, open house, etc.)
5. Attends and participates in inservices and staff development activities as required or assigned.
6. Assigns work to and oversees instructional assistants and volunteers.

---

#### **SUPERVISORY RESPONSIBILITIES**

All teachers have responsibility for supervising students and assisting in maintaining a safe environment.

---

## QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education and/or Experience:** Bachelor's degree from an accredited institution, teaching license with appropriate endorsement and authorization. Must meet current federal and state requirements. Prior successful experience working in a school setting or with students strongly preferred.
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict, maintaining confidentiality, listening to others without interrupting, keeping emotions under control, remaining open to others' ideas, and contributing to building a positive team spirit.
- **Language Skills:** Ability to communicate fluently in English; verbally, and in reading and writing. Ability to effectively present information and respond effectively to questions in one-on-one, small and large group situations to students and other school staff and parents. Ability to verbally respond to common inquiries from students. Ability to read and interpret documents such as safety rules, IEP's, operating and maintenance instructions, procedure manuals and governmental regulations. Ability to write routine reports and correspondence.
- **Mathematical Skills:** Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute ratio and percent and to draw and interpret graphs. Ability to apply concepts of basic algebra and geometry.
- **Reasoning Ability:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- **Computer Skills:** General knowledge of computer usage and operating system(s). Ability to proficiently use e-mail, internet software, spreadsheets, teaching software, and word processing software. Ability to use Student Information System(s).
- **Other Skills and Abilities:** Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment and work in an environment with constant interruptions and appropriately react to a wide spectrum of behaviors.
- **Certificates, Licenses, Registrations:** Certificates as determined by the district including meeting current Federal certification requirements, ability to obtain a valid CPR/First Aid card, Oregon Driver License, Oregon Food Handler card, blood borne pathogen training.

---

## PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand; walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is frequently required to stand and stoop, kneel, crouch or crawl. The employee may often be required to assist a student in standing, walking or sitting. The employee must regularly lift and/or move up to 20 pounds and occasionally up to 60 pounds. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

### **Work Environment**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate, but occasionally high depending upon the student population and activities. The employee is occasionally exposed to outdoor weather conditions. Employee may be exposed to body fluids and blood borne pathogens.

---

### **OTHER**

**Note:** This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

I have read and understand this job description.

**Signature:**

**Date:**

\_\_\_\_\_

\_\_\_\_\_

# DALLAS SCHOOL DISTRICT WORKPLACE EXPECTATIONS

All employees in the Dallas School District are expected to meet the following workplace expectations as a basis for continued employment:

## **Working Hours**

Employees are expected to maintain regular working hours and be available for onsite work activities as required by administrative supervisors. Work hours may occasionally be off site with administrative approval. An off-site work location must be approved by the administrative supervisor. Each staff member is to devote his/her energy to the duties of the school during work hours. All employees shall be accountable for meeting the requirements of their job description, including other duties as assigned within their job classification.

## **Illness / COVID-19**

**For the latest information on COVID-19 in Oregon, check the OHA website:** <https://govstatus.egov.com/OR-OHA-COVID-19>

Employees should not report to work when an illness may be contagious. Staff may be asked to go home if an illness could be contagious, even if sick leave isn't available.

## **Face Coverings**

Employees **may** use a face covering while at a DSD worksite or at any DSD sponsored event.

## **Attendance and Punctuality:**

Employees are to have regular attendance at work and work activities and are to be punctual in meeting deadlines, attending meetings, following schedules, and responding to communications. During off-site instructional models, working hours remain the same; however, the start and end times may vary as they fit within the building schedule and needs.

## **Personal Appearance:**

Employees are to be dressed and groomed in a neat, clean, appropriate, and professional manner for the assignment and work setting.

## **Confidentiality:**

Employees are to maintain confidentiality and are to relay personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved. Extra care must be taken when working from home to maintain confidentiality of conversations and documents. Staff and student medical information and other confidential information is not to be discussed unless required by aspects of a job description.

## **Following Policies and Directives:**

Employees are to follow all district and supervisor policies, rules, regulations, memos, bulletins, announcements, applicable position descriptions, and reasonable requests by proper authorities. The employee is expected to diligently check email at least twice per day and establish necessary communication processes with their supervisor.

## **Setting Appropriate Personal Boundaries with Students:**

Employees are to maintain professional boundaries in their relationships with students, including use of appropriate language, appropriate physical contact, and appropriate use of technology. Parent or legal guardians must be aware that employee-to-student contact may occur electronically. <https://policy.osba.org/dallas/G/GCAB%20D1.PDF>

## **Collaboration:**

Employees are to maintain relationships with other staff members that are characterized by mutual support, cooperation, and respect and that build a school culture of collaboration focused on student learning. The value of this within DSD remains of the utmost importance.

## **Appropriate Use of Technology:**

Employees are to use internet, e-mail, and electronic communications with students only for educational purposes or sharing information about school-sponsored events. When using shared electronics to communicate with students, provisions must be in place to secure parent and student contact information.

## **Positive Communication:**

Employees will use Cooperative and Collaborative styles of communication and will not engage in Destructive communication strategies. Honesty in all situations is paramount and dishonesty during an investigation can lead to dismissal. All personnel shall conduct themselves, off and on duty, in ways that fulfill the obligation to serve as appropriate role models for students and maintain the confidence of the community in its schools. The nuances of face-to-face communication can be lost in electronic communications. Employees must be committed to asking clarifying questions whenever needed. The principles of a solution-centered, outward mindset are invaluable. An employee's political rights (<https://policy.osba.org/dallas/G/GBG%20D1.PDF>) and whistle blower status (<https://policy.osba.org/dallas/G/GBMA%20D1.PDF>) are outlined in the staff handbook.

# PROFESSIONAL COMMUNICATION AND CONDUCT -- EVERYTHING WE DO IS FOR OUR STUDENTS --

Non Standard Performance	Standard Performance
<p><b>Destructive</b> Uses conflict to instill fear (there must be a winner and a loser) or avoids conflict (polite discussion pervades the group)</p> <p>Resistant Oppositional Sabotaging Chauvinistic (We're right/They're wrong)</p> <p>Non-Verbal: Eye-rolling Pouting/sulking Sighing</p> <p>Body language demonstrates rejection or avoidance</p> <p>Sarcastic Hostile Dishonest</p> <p>Polarized/dramatic (always/never) Exaggerated/over generalizing Minimizing/distorting information Us vs. Them Silent treatment Defensive Blaming Operating from a negative agenda Lateral Complaints</p>	<p><b>Cooperative</b> Minimal conflict is present and tolerated. Usually moving between polite discussion and skillful discussion.</p> <p>Tolerant Accepting Responsive Maintains positive relationships Open to viewpoints of others</p> <p>Non-verbal: Attentive Pleasant Receptive</p> <p>Body language demonstrates acceptance</p> <p>Respectful Friendly Ethical Self-regulating Manages stress in a professional manner Above-board Positive attitude during changing conditions Flexible Understands and respects roles of others Seeks positive outcomes for all involved Questions are sincere (without agenda) Acknowledges contributions of others</p>
	<p><b>Collaborative</b> Conflict is understood as inevitable and valuable. Group members find it very normal to alternate between conflict and consensus, confusion and clarity.</p> <p>All those in Cooperative, Plus</p> <p>Non-verbal: Engaged Responsive Focused</p> <p>Body language demonstrates participation</p> <p>Supportive Inclusive Committed Effective conflict resolution No-fault approach to problem-solving Mutual respect and trust Thinks and acts systemically Shares responsibility for outcomes Future thinking</p>

# **Evaluation Forms and Worksheets**

## Evaluation Conferences Checklists

---

### Initial Goal-Setting Conference

- Purpose: Discuss and plan professional growth plan
  - When: Completed by mid-October
  - What to bring:
    - Evaluation Rubric Self-Assessment
      - Identify areas of strength and areas for growth
    - *Student Growth Goals Worksheet*
      - Two SGGs
      - Supporting student data
    - *Professional Growth Goals Worksheet*
      - Two goals aligned with identified areas of growth from rubric
- 

### Mid-Year Review Conference

- Purpose: Formative review of progress on SGGs and Professional Growth Goals
  - When: Completed by mid-February
  - What to bring:
    - Evaluation Rubric Self-Assessment and supporting data (evidence)
    - *Mid-Year Review Worksheet*
    - Supporting data for progress on SGGs and Professional Growth Goals
- 

### End-of-Year Conference

- Purpose: Summative review and discussion of SGGs and Professional Growth Goals
  - When: Completed by end of the school year
  - What to bring:
    - Evaluation Rubric Self-Assessment and supporting data (evidence)
    - *End-of-Year Summary Worksheet*
    - Supporting data for final assessment of SGGs and Professional Growth Goals
    - *Evaluation Scoring Summary Worksheet*
-

## Dallas School District Summary of Standards for Self-Assessment

*Refer to the Licensed Teacher Evaluation Rubric for specific descriptions of proficiency levels for each component.*

Teacher:		School:	Date:
<b>Professional Practice</b>			<b>Level</b>
<b>Learner Development</b>	1.1 Demonstrates an understanding of how children/adolescents learn and develop.		
	1.2 Designs and implements developmentally appropriate instruction.		
<b>Learner Differences</b>	2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs.		
	2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.		
<b>Learning Environments</b>	3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.		
	3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.		
	3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.		
<b>Content Knowledge</b>	4.1 Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) s/he teaches.		
	4.2 Integrates culturally relevant content to build on learner's background knowledge.		
	4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.		
<b>Application of Content</b>	5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.		
	5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.		
<b>Assessment</b>	6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.		
	6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.		
	6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.		
<b>Planning for Instruction</b>	7.1 Designs learning experiences aligned to curriculum standards and student needs.		
	7.2 Evaluates and adjusts plans based on student outcomes.		
	7.3 Plans collaboratively with colleagues and/ or specialists to design instruction to meet unique learning needs.		
<b>Instructional Strategies</b>	8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience).		
	8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.		
	8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.		
	8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.		
	8.5 Engages all learners in developing higher order thinking skills and metacognitive processes.		
<b>Professional Responsibilities</b>			<b>Level</b>
<b>Professional Learning &amp; Ethical Practice</b>	9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.		
	9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.		
	9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.		
<b>Leadership &amp; Collaboration</b>	10.1 Takes an active role on the instructional team.		
	10.2 Works collaboratively with students and families to support learner development and achievement.		
	10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.		



## Dallas School District Student Growth Goals Worksheet

Teacher:		School:	
Administrator:		School Year:	
<b>Initial Goal-Setting Conference</b>	<b>Student Growth Goal:</b>	<input type="checkbox"/> #1	<input type="checkbox"/> #2
	<b>Content:</b> <ul style="list-style-type: none"> <li>The goal is being written for which grade/subject/level/classes?</li> <li>Define timeframe.</li> </ul>		
	<b>Baseline Data:</b> <ul style="list-style-type: none"> <li>What are the learning needs of my students? (attach supporting pre-assessment or prior assessment data)</li> </ul>		
	<b>Goal:</b> <ul style="list-style-type: none"> <li>SMART (Specific, Measurable, Attainable, Relevant, and Time bound)</li> <li>Includes all students in identified content defined above</li> <li>Identifies specific growth and/or achievement criteria</li> <li>Rigorous</li> </ul>		
	<b>Types of Measures:</b> <ul style="list-style-type: none"> <li>Any subjects in a mandated state tested subject (Math and Reading) must use the state test data for one of their SGGs.</li> <li>Check all that apply and specify.</li> </ul>	<input type="checkbox"/> National Assessment: _____ <input type="checkbox"/> State Assessment: _____ <input type="checkbox"/> District-Approved Common Assessment: _____	
	<b>Strategies:</b> <ul style="list-style-type: none"> <li>How will I help students attain this goal?</li> <li>Provide specific actions that will lead to goal attainment. (attach additional documents if necessary)</li> </ul>		
<b>Assessment of Student Growth Goals</b>			
<b>SGG Scoring Categories</b> (see rubric)	<b>11.1</b> SMART and rigorous goal setting process		
	<b>11.2</b> Progress monitoring and modification of strategies		
	<b>11.3</b> Students' growth toward goal		
Teacher Signature:		Date:	Administrator Signature:
			Date:

## Dallas School District Professional Growth Goals Worksheet

Teacher:	School:
Administrator:	School Year:

Professional Growth Goal #1		
<b>Initial Goal-Setting Conference</b>	<b>Content:</b> <ul style="list-style-type: none"> <li>Identify Standard(s) most in need of improvement.</li> <li>Define timeframe.</li> </ul>	<b>Goal:</b>
	<b>Types of Measures:</b> <ul style="list-style-type: none"> <li>List types of evidence and/or artifacts intended to demonstrate growth in this standard.</li> <li>Multiple measures are required.</li> </ul>	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
	<b>Strategies and Support:</b> <ul style="list-style-type: none"> <li>How will I attain this goal? (What specific steps must I take?)</li> <li>Who may be able to help me?</li> <li>What support and/or resources may I need to accomplish this goal?</li> </ul>	

Professional Growth Goal #2		
<b>Initial Goal-Setting Conference</b>	<b>Content:</b> <ul style="list-style-type: none"> <li>Identify Standard(s) most in need of improvement.</li> <li>Define timeframe.</li> </ul>	<b>Goal:</b>
	<b>Types of Measures:</b> <ul style="list-style-type: none"> <li>List types of evidence and/or artifacts intended to demonstrate growth in this standard.</li> <li>Multiple measures are required.</li> </ul>	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
	<b>Strategies and Support:</b> <ul style="list-style-type: none"> <li>How will I attain this goal? (What specific steps must I take?)</li> <li>Who may be able to help me?</li> <li>What support and/or resources may I need to accomplish this goal?</li> </ul>	

Teacher Signature:	Date:	Administrator Signature:	Date:
--------------------	-------	--------------------------	-------

## Dallas School District Mid-Year Review Worksheet

Teacher:	School:
Administrator:	School Year:

Mid-Year Review Conference	<b>Student Growth Goal #1</b>	
	<b>Collaborative Review:</b>	
	<ul style="list-style-type: none"> <li>Review mid-year data</li> <li>What progress has been made?</li> </ul>	
	<b>Strategy Modification(s):</b>	
	<ul style="list-style-type: none"> <li>What adjustments need to be made to my strategies?</li> </ul>	
	<b>Student Growth Goal #2</b>	
	<b>Collaborative Review:</b>	
	<ul style="list-style-type: none"> <li>Review mid-year data</li> <li>What progress has been made?</li> </ul>	
	<b>Strategy Modification(s):</b>	
	<ul style="list-style-type: none"> <li>What adjustments need to be made to my strategies?</li> </ul>	
	<b>Professional Growth Goal #1</b>	
	<b>Collaborative Review:</b>	
<ul style="list-style-type: none"> <li>What progress has been made?</li> <li>Are you collecting evidence?</li> </ul>		
<b>Strategy Modification(s):</b>		
<ul style="list-style-type: none"> <li>What adjustments need to be made to my strategies?</li> </ul>		
<b>Professional Growth Goal #2</b>		
<b>Collaborative Review:</b>		
<ul style="list-style-type: none"> <li>What progress has been made?</li> <li>Are you collecting evidence?</li> </ul>		
<b>Strategy Modification(s):</b>		
<ul style="list-style-type: none"> <li>What adjustments need to be made to my strategies?</li> </ul>		

Teacher Signature:	Date:	Administrator Signature:	Date:
--------------------	-------	--------------------------	-------

## Dallas School District End-of-Year Summary Worksheet

Teacher:		School:			
Administrator:		School Year:			
End-of-Year Conference	<b>Reflection on Results of SLOs:</b> <ul style="list-style-type: none"> <li>What does the year-end data show?</li> <li>Attach supporting data.</li> </ul>				
	<b>Reflection on Results of Professional Goals:</b> <ul style="list-style-type: none"> <li>What was the most valuable learning you experienced as a result of these goals?</li> <li>What worked and what should be refined?</li> </ul>				
	<b>Levels of Proficiency</b>		<b>Start-of-Year</b>	<b>Mid-Year</b>	<b>End-of-Year</b>
	<b>Learner Development</b>	1.1			
		1.2			
	<b>Learner Differences</b>	2.1			
		2.2			
	<b>Learning Environments</b>	3.1			
		3.2			
		3.3			
	<b>Content Knowledge</b>	4.1			
		4.2			
		4.3			
	<b>Application of Content</b>	5.1			
		5.2			
	<b>Assessment</b>	6.1			
		6.2			
		6.3			
	<b>Planning for Instruction</b>	7.1			
		7.2			
7.3					
<b>Instructional Strategies</b>	8.1				
	8.2				
	8.3				
	8.4				
	8.5				
<b>Professional Learning &amp; Ethical Practice</b>	9.1				
	9.2				
	9.3				
<b>Leadership &amp; Collaboration</b>	10.1				
	10.2				
	10.3				
<b>Student Growth Goal #1</b>	11.1				
	11.2				
	11.3				
<b>Student Growth Goal #2</b>	11.1				
	11.2				
	11.3				
<b>Professional Growth Plan Implications:</b> <ul style="list-style-type: none"> <li>How can I use these results to support my professional growth?</li> </ul>					
Teacher Signature:		Date:	Administrator Signature:	Date:	

## Dallas School District Summative Teacher Evaluation Scoring Summary

Teacher:	School(s):
Administrator:	School Years of Evaluation:

Numeric Scoring	No Evidence = 0	DNM = 1	DP = 2	PR = 3	E = 4
-----------------	-----------------	---------	--------	--------	-------

		Standard		Final Score	Average
Professional Practice	Learner Development	1.1			
		1.2			
	Learner Differences	2.1			
		2.2			
	Learning Environments	3.1			
		3.2			
		3.3			
	Content Knowledge	4.1			
		4.2			
		4.3			
	Application of Content	5.1			
		5.2			
	Assessment	6.1			
		6.2			
		6.3			
Planning for Instruction	7.1				
	7.2				
	7.3				
Instructional Strategies	8.1				
	8.2				
	8.3				
	8.4				
	8.5				
Professional Responsibilities	Professional Learning & Ethical Practice	9.1			
		9.2			
		9.3			
	Leadership & Collaboration	10.1			
		10.2			
10.3					
Student Growth Goals	SGG #1	11.1			
		11.2			
		11.3			
	SGG #2	11.1			
		11.2			
<b>Overall Average Score</b>					

In accordance with law, aggregate scores of teachers in the district are reported to the state. To calculate your individual score, transpose your final rubric scores from each standard or student learning objective into its appropriate number and then compute the averages.

**Reported Score: \_\_\_\_\_**

Reported Score	0 – 1.00 = 1	1.01 – 2.00 = 2	2.01 – 3.00 = 3	3.01 – 4.00 = 4
----------------	--------------	-----------------	-----------------	-----------------

## Dallas School District Summative Teacher Evaluation Support Matrix

To help determine the level of support that may be needed to foster continued professional growth, calculate the average score for Professional Practice and Responsibilities (Standards 1-10) and plot it against the average score for two Student Growth Goals. The point where they meet helps determine the level of the support that may be needed for your professional growth and evaluation in the following year(s).

<b>Professional Practice and Responsibilities Average</b>	<b>4</b>	<b>SELF-DIRECTED PROFESSIONAL GROWTH GOALS BASED ON STUDENT GROWTH GOALS &amp; RUBRIC:</b> At least one Professional Goal must focus on improving SGG outcomes.		<b>SELF-DIRECTED PROFESSIONAL GROWTH GOALS:</b> Educator has total autonomy to guide their own Professional Growth Plan within the evaluation system.	
	<b>3</b>				
	<b>2</b>	<b>COLLABORATIVE PROFESSIONAL GROWTH GOALS BASED ON STUDENT GROWTH GOALS &amp; RUBRIC:</b> Educator will meet with Administrator and collaboratively develop Professional Goals based on improving SGG outcomes <u>and</u> targeted growth areas of rubric.		<b>COLLABORATIVE PROFESSIONAL GROWTH GOALS:</b> Educator will meet with Administrator and collaboratively develop Professional Goals based on improving targeted growth areas of rubric.	
	<b>1</b>	<b>PLAN OF ASSISTANCE*:</b> Administrator(s) will immediately develop a Plan of Assistance based on improving outcomes <u>and</u> targeted growth areas of rubric and SGGs.		<b>PLAN OF AWARENESS:</b> Administrator(s) will develop Professional Goals based on improved targeted growth areas of rubric. <i>Monthly check-in required.</i>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
	<b>Student Growth Goals Average</b>				

\*Note that a Plan of Assistance may be developed for support purposes outside of the scoring thresholds of this matrix.

## Levels of Proficiency: Key Terms and Indicators (added March 2014)

Within each described level of proficiency for the evaluation rubric, certain key terms and indicators help to distinguish between each district level of proficiency. Though not comprehensive, this list may provide some guidance in determining the differences between developing and proficient, and between proficient and exceeds.

<b>Does Not Meet Standard</b>	<b>Developing Proficiency Toward Standard</b>	<b>Proficient Relative To Standard</b>	<b>Exceeds Standard</b>
Does Not Fails To Inadequate Ineffective Limited Minimal Only Rarely	Attempts Basic Beginning Few Inconsistent Limited Little Not Always Some Sometimes Unclear	Accommodates All Students Applies Clear Collaborate Create Customize Design Developmentally Appropriate Differentiates Effectively Efficient Engages Explicit Facilitates Implements Multiple Responds Thorough Understanding Uses Variety	Anticipates Challenges Collaborates Creative Documents Efficient Embeds Encourage Individual Innovative Interactive Interprets Mastery Models Proactive Professional Learning Proficient Reflection Resource Self-Collection Shared Student Independence Variety

## On-Stage/Off-Stage: Observations vs. Artifacts (added March 2014)

Teachers can demonstrate effectiveness in professional practice, professional responsibilities and student learning in many ways. One of the most common evidence gathering techniques is through observation by a supervisor or peer. In fact, many of the standards within the evaluation system can be divided into those that are easily observable and those that are not. Observable teaching practices can also be referred to as “on-stage”. These are strategies and practices that teachers use while with students in the classroom. Other essential practices such as planning are done “off-stage” when students are not typically present and evidence of these standards are often produced through artifacts like lesson plans.

In the evaluation rubric, the standards can be divided into on-stage and off-stage. Some standards also fall into both categories meaning proficiency can be demonstrated through both observations and/or artifacts.

Category of Standards	On-Stage	Both	Off-Stage
Learner Development	1.2	1.1	
Learner Differences		2.1, 2.2	
Learning Environments	3.1, 3.2, 3.3		
Content Knowledge	4.3	4.1, 4.2	
Application of Content		5.1, 5.2	
Assessment		6.1, 6.3	6.2
Planning for Instruction		7.2	7.1, 7.3
Instructional Strategies	8.1, 8.2, 8.3, 8.4, 8.5		
Professional Learning & Ethical Practice			9.1, 9.2, 9.3
Leadership & Collaboration			10.1, 10.2, 10.3



# References

## References

- Accomplished California Teachers. (2012). *Promoting quality teaching: New approaches to compensation and career pathways*. Stanford, CA: National Board Resource Center.
- Appalachia Educational Laboratory. (2005, December). *Shared leadership and student achievement*. Charleston, WV: Edvantia.
- Archibald, S., Coggshall, J.G., Croft, A., & Goe, L. (2011, February). High-quality professional development for all teachers: Effectively allocating resources. Washington, DC: National Comprehensive Center for Teacher Quality.
- Auchter, J.E., & Parkerson, E.K. (Eds.). (2011). *Getting it right: A comprehensive guide to developing and sustaining teacher evaluation and support systems*. Arlington, VA: National Board for Professional Teaching Standards. Retrieved from [http://www.nbpts.org/userfiles/file/NBPTS\\_Getting-It-Right.pdf](http://www.nbpts.org/userfiles/file/NBPTS_Getting-It-Right.pdf)
- Bambrick-Santoyo, P. (2012, November). Beyond the scoreboard. *Educational Leadership*, 70(3), 26-30.
- Birman, B.F., Desimone, L., Porter, A.C., & Garet, M.S. (2000, May). Designing professional development that works. *Educational Leadership*, 57(8), 28-33.
- Center for Great Public Schools. (2012). *Teacher evaluation & support system guidebook: Tools for building an effective, collaboratively-designed evaluation system*. Oregon Education Association. Retrieved from [http://www.oregoned.org/images/pages/EvaluationGuidebook\\_2012\\_v8.pdf](http://www.oregoned.org/images/pages/EvaluationGuidebook_2012_v8.pdf)
- Champion, R. (2003, Winter). Taking measure. *JSD*, 24(1), 75-76.
- Church, A., & Bracken, D. (1997, June). Advancing the state of the art of 360-degree feedback. *Organizational Management*, 22(2), 149-162.
- Commission on Effective Teachers and Teaching. (2012). *Transforming teaching: Connecting professional responsibility with student learning*. National Education Association. Retrieved from <http://www.nea.org/assets/docs/Transformingteaching2012.pdf>
- Cordeiro, P.A. & Cunningham, W.G. (2013). *Educational leadership: A bridge to improved practice*. Upper Saddle River, NJ: Pearson.
- Council of Chief State School Officers. (2011, April). *Interstate teacher assessment and support consortium (InTASC) model core teaching standards: A resource for state dialogue*. Retrieved from [http://www.ccsso.org/Documents/2011/INTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/INTASC_Model_Core_Teaching_Standards_2011.pdf)
- Croft, A., Coggshall, J.G., Dolan, M., Powers, E., & Killion, J. (2010, April). *Job-embedded professional development: What it is, who is responsible, and how to get it done well*. Washington, DC: National Comprehensive Center for Teacher Quality.

- Curtis, R. & Wiener, R. (2012, January). *Means to an end: A guide to developing teacher evaluation systems that support growth and development*. Education & Society Program. The Aspen Institute. Retrieved from [http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/Means\\_To\\_An\\_End.pdf](http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/Means_To_An_End.pdf)
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching (2<sup>nd</sup> edition)*. Alexandria, VA: ASCD.
- Danielson, C. (2011). *The framework for teaching evaluation instrument*. Princeton, NJ: Danielson Group.
- Danielson, C. (2012, November). Observing classroom practice. *Educational Leadership*, 70(3), 32-37.
- Darling-Hammond, L. (1997). *The right to learn*. San Francisco, CA: Jossey-Bass.
- Dickson, K., & Tapogna, J. (2008, January). *Nurturing quality teacher in Oregon: A profile of the successes and challenges of six Oregon districts*. The Chalkboard Project. Retrieved from <http://chalkboardproject.org/wp-content/uploads/2011/11/6DistrictPD.pdf>
- DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree Press.
- DuFour, R., & Mattos, M. (2013, April). How do principals really improve schools? *Educational Leadership*, 70(7), 34-40.
- Dyke, A., & Tapogna, J. (2008, January). *Professional development in Oregon: What do teachers want, what do they get, and do they find it useful?* The Chalkboard Project. Retrieved from <http://chalkboardproject.org/wp-content/uploads/2011/11/OregonProfessionalDevelopment.pdf>
- ECONorthwest. (2006, February). *Pay for performance*. The Chalkboard Project. Retrieved from <http://chalkboardproject.org/wp-content/uploads/2010/12/performip.pdf>
- Gabriel, R. & Allington, R. (2012, November). The MET project: The wrong \$45 million question. *Educational Leadership*, 70(3), 44-49.
- Gall, M.D., & Acheson, K.A. (2011). *Clinical supervision and teacher development: Preservice and inservice applications (6<sup>th</sup> edition)*. Hoboken, NJ: John Wiley & Sons.
- Guskey, T.R. (1995). *Results-oriented professional development: In search of an optimal mix of effective practices*. North Central Regional Educational Laboratory. Retrieved from [http://www.ncrel.org/sdrs/areas/rpl\\_esys/pdlitrev.htm](http://www.ncrel.org/sdrs/areas/rpl_esys/pdlitrev.htm)
- Guskey, T.R. (2003). Analyzing lists of the characteristics of effective professional development to promote visionary leadership. *NASP Bulletin*, 87(637), 38-54.

- Hill, D., Jeffrey, J., McWalters, P., Paliokas, K., Seagren, A., & Stumbo, C. (2010). *Transforming teaching and leading: A vision for a high-quality educator development system (Educational workforce white paper)*. Washington, DC: Council of Chief State School Officers.
- Hord, S.M., & Sommers, W.A. (2008). *Leading professional learning communities: Voices from research and practice*. Thousand Oaks, CA: Corwin Press & National Association of Secondary School Principals.
- Hungerford, N., & Dickson, K. (2012, July). *Oregon's senate bill 290: A primer*. The Chalkboard Project. Retrieved from <http://chalkboardproject.org/wp-content/uploads/2012/08/FinalSB290PrimerExport8.8.pdf>
- Johnson, S.M. (n.d.). *Why teachers must have an effective evaluation system*. Washington, DC: American Federation of Teachers. Retrieved from <http://www.danielsongroup.org/ckeditor/ckfinder/userfiles/files/Why%20Teachers%20Must%20Have%20an%20Effective%20Evaluation%20System.pdf>
- Johnson, S.M., & Fiarman, S.E. (2012, November). The potential of peer review. *Educational Leadership*, 70(3), 20-25.
- Kane, T., & Cantrell, S. (2012). *Learning about teaching: Initial finding from the measure of effective teaching project*. Seattle, WA: Bill and Melinda Gates Foundation.
- Kedzior, M., & Fifield, S. (2004, May). Teacher professional development. University of Delaware Education Research & Development Center. *Education Policy Brief*, 15.
- Kavanagh, S.C. (2011). *Zero-based budgeting: Modern experiences and current perspectives*. Calgary, Alberta: Government Finance Officers Association. Retrieved from <http://www.gfoa.org/downloads/GFOAZeroBasedBudgeting.pdf>
- Learning Forward. (2001, Fall). What is your professional learning IQ? *Tools for Learning Schools*, 15(1), 1-7.
- Lebanon Community School District. (2011, July 21). *Professional growth and accountability program 4.0: A system for instructional excellence*. Lebanon, OR: Lebanon Community School District.
- Lepsinger, R. & Yukl, G. (1995, December). How to get the most out of 360-degree feedback. *Training*, 32(12), 45-50.
- Lipton, L., & Wellman, B. (2013). *Learning-focused supervision*. Arlington, MA: MiraVia.
- Mannatt, R. (1998, Spring). Teacher and administration performance: Benefits of 360-degree feedback. *Journal of Research and Information (ERS Spectrum)*, 16(2), 18-23.
- Marshall, K. (2012, August 8). *Teacher evaluation rubrics*. Retrieved from <http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/marshallteacherrubric.pdf>
- Marshall, K. (2012, November). Fine-tuning teacher evaluation. *Educational Leadership*, 70(3), 50-53.

- Marzano, R.J. (2012, November). Reducing error in teacher observation scores. *Educational Leadership*, 70(3), 82-83.
- Marzano, R.J. (2012, November). The two purposes of teacher evaluation. *Educational Leadership*, 70(3), 14-19.
- Mielke, P., & Frontier, T. (2012, November). Keeping improvement in mind. *Educational Leadership*, 70(3), 10-13.
- Millman, J. & Darling-Hammond, L. (Eds.). (1990). *The new handbook of teacher evaluations: Assessing elementary and secondary school teachers*. Newbury Park, CA: Sage.
- Odden, A.R., & Kelly, J.A. (n.d.). *Talent in education: The essence of the strategic management of human capital*. Madison, WI: Wisconsin Center for Education Research.
- Oregon Department of Education. (n.d.). *Educator effectiveness toolkit*. Retrieved from <http://www.ode.state.or.us/search/page/?id=3759>
- Oregon Educator Effectiveness Workgroup. (2012, July). *Oregon framework for teacher and administrator evaluation and support systems*. Oregon Department of Education. Retrieved from <http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/oregon-framework-for-eval-and-support-systems.pdf>
- Pallas, A.M. (2010, December). Measuring what matters. *Phi Delta Kappan*, 92(4), 68.
- Paulson, A. (2012, August 13). The measure of a teacher. *The Christian Science Monitor Weekly*.
- Perry, C.M. (2010). *Dallas school district licensed teacher evaluation guide*. Dallas, OR: Dallas School District.
- Ripley, A. (2012, October). Why kids should grade teachers. *The Atlantic*, 88-93.
- Salem-Keizer Public Schools. (2012, November 5). *Licensed educator growth, evaluation, and development system (LEGENDS): licensed staff assessment and evaluation rubric*. Salem, OR: Salem-Keizer Public Schools. Retrieved from <http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/sk-legends-teacher-rubric.pdf>
- Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: ASCD.
- Schmoker, M. (2011). *Focus: Elevating the essentials to radically improve student learning*. Alexandria, VA: ASCD.
- Schultz Center for Teaching & Leadership. (2009, Summer). *Ensuring high quality professional development for teachers: The 6Rs model for successful professional development*. Jacksonville, FL: Schultz Center for Teaching & Leadership.
- Simon, M. (2012, November). The tale of two districts. *Educational Leadership*, 70(3), 58-63.

- Taylor, E.S. & Tyler, J.H. (2012, Fall). Can teacher evaluation improve teaching: Evidence of systematic growth in the effectiveness of midcareer teachers. *Education Next*, 79-84.
- Tomlinson, C.A. (2012, November). The evaluation of my dreams. *Educational Leadership*, 70(3), 88-89.
- Usdan, M., McCloud, B., & Podmostko, M. (2001, April). *Leadership for student learning: Redefining the teacher as leader*. Washington, DC: Institute for Educational Leadership.
- Walker, T. (2013, Spring). Professional development: It's time for change. *NEA Today*, 31(4), 36-41.
- Wiggins, G. (1998). *Educative assessment*. San Francisco, CA: Jossey-Bass.
- Wiggins, G. & McTighe, J. (2006). Examining the teaching life. *Educational Leadership*, 63(6), 26-29.
- Wisconsin Educator Effectiveness System Team. (2012, August). *Student learning objectives process manual: Developmental pilot 2012-2013 (Version 1)*. Madison, WI: Wisconsin Department of Public Instruction.
- Zemelman, S., Daniels, H. & Hyde, A. (2005). *Best practice: Today's standards for teaching and learning in America's schools (3<sup>rd</sup> edition)*. Portsmouth, NH: Heinemann.