



— 2026–27 —

Certified Professional Growth & Evaluation Handbook

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Phoenix-Talent Schools

2026–2027 School Year

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INTRODUCTION

This handbook is the culmination of work initiated by the Phoenix-Talent Schools' Evaluation Committee from 2022 to 2026 with updates for 2026-27. The Evaluation Committee is always looking for new members! All licensed employees are welcome.

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Vision

At the heart of education excellence lies the need for educators to have access to an effective evaluation tool that empowers and supports their professional growth.

Why

The ultimate goal of strengthening the teacher evaluation system in Oregon is to ensure equitable outcomes for all students, preparing them to be ready for college, careers, and active citizenship. We aim to achieve this by focusing on the following outcomes:

- Improving student learning at all schools and for all students
- Ensuring continuous professional growth for teachers and leaders
- Reducing the achievement gap
- Having effective teachers in every classroom
- Having effective leaders in every school

Process

The evaluation committee convened to update the district's evaluation process, adopting Danielson's 2022 Evaluative Framework through a consensus-based approach where the committee sought unanimous agreement rather than majority voting. The committee's process included ensuring compliance with the [Oregon Framework for Teacher and Principal Evaluation and Support Systems](#) and addressing the evolving complexities of effective teaching.

As a result, the committee selected Danielson's framework, which identifies aspects of a teacher's responsibilities that empirical studies have demonstrated promote improved student learning and reflects a focus on promoting equity and social and emotional learning (SEL). Consequently, the committee made minor adjustments to the number and duration of informal (mini) and formal observations and created this handbook to reflect these changes and guide educators through the updated evaluation process.

Selection

Around our vision, we examined several different options and eventually decided to adopt the Danielson 2022 Evaluative Framework.

OVERVIEW OF EVALUATION REQUIREMENTS

Evaluation Requirements	PROBATIONARY or TEMPORARY 0 - 3 Years	CONTRACTED Year 4+	
		On-Cycle	Off-Cycle
Formal Observations (30 minutes minimum)	2 <i>Both with face-to-face feedback</i>	0	0
Informal Observations (Mini-Observation) (15 minutes minimum)	3 <i>At least 2 require face-to-face feedback</i>	4 <i>At least 2 require face-to-face feedback</i>	4 <i>At least 2 require face-to-face feedback</i>
Self-Evaluations (BOY and EOY) See Appendices	Required	Required	Not Required
Goals 2 Student Learning & Growth 1 Professional Practice 1 Professional Responsibility	Required	Required	Required
Conferences with Administrator (BOY, MOY, EOY)	Required	Required	Required
Summative Evaluation At EOY by your administrator	Required	Required	Not Required

- * BOY = Beginning of Year
- * MOY = Middle of Year
- * EOY = End of Year

MODIFIED EVALUATION CYCLES

Educators hired after the start of the school year or who are out for an extended leave during the school year may be assigned to a modified evaluation cycle, which may consist of a variable number of observations and/or other tasks. Modified cycles are intended to meet specific scheduling or other district needs and will be assigned by Human Resources.

What is Required Based on District Start Date?	
Start Date	Required Evaluation Elements
Start Date AFTER the beginning of the school year but BEFORE the end of Quarter 1.	All requirements for all employee groups are applicable.
Start Date AFTER Quarter 1 of the school year but BEFORE Quarter 2.	● Probationary/Temporary - 2 formal, 2 informal, BOY and EOY self-evaluation, all Goals and Goal Meetings, EOY Summative Evaluation ● Contracted On-Cycle - 3 informal, BOY and EOY self-evaluation, all Goals and Goal Meetings, EOY Summative Evaluation ● Contracted Off-Cycle -3 informal, all Goals and Goal Meetings
Start Date AFTER Quarter 2 of the school year but BEFORE Quarter 3.	● Probationary/Temporary - 1 formal, 2 informal, EOY self-evaluation, all Goals and 2 Goal Meetings, EOY Summative Evaluation ● Contracted On-Cycle - 2 informal, all Goals and Goal Meetings, EOY Summative Evaluation ● Contracted Off-Cycle -2 informal, all Goals and Goal Meetings
Start Date AFTER Quarter 3 of the school year but BEFORE last day	● Probationary/Temporary - 2 informal ● Contracted On-Cycle - 2 informal ● Contracted Off-Cycle -1 informal

DEFINITIONS

Teachers

1. Contract Teacher: Any teacher who has been regularly employed by the school district for a probationary period of three years and who has been retained for the next succeeding school year. ORS 342.815(3)
2. Probationary Teacher: Any teacher employed by the district who is in their first 3 years of employment with the district. ORS 342.815(6)
3. Temporary Teacher: Any teacher employed to fill a position designated as temporary or experimental or to fill a vacancy which occurs after the opening of school because of unanticipated enrollment or because of the death, disability, retirement, resignation, contract non-extension or dismissal of a contract or probationary teacher. ORS 342.815(10)

Observations

1. Formal Classroom Observation
 - a. Pre-observation conference with administrator
 - b. Classroom observation (minimum 30 minutes) with a summary report
 - c. Post-observation conference with administrator
2. Informal Classroom Observation (Mini-Observation)
 - a. A brief (minimum 15 minutes), unscheduled visit to a classroom by the administrator to be followed up by documented feedback.

Documented

Written or electronic correspondence given to the teacher about observed instruction.

1. Documented observations will be used for evaluation purposes. Undocumented observations will be used only for formative feedback.
2. Administrators will document at least the minimum required observations.

* With a team goal, more than one administrator may be involved.

Goal Conferences

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

Deficiency

A deficiency is performance below the proficient level of the adopted teaching standards, as demonstrated by documented evidence gathered through observations, feedback, conferences, and goal-setting activities within the formal evaluation process.

When a documented deficiency reflects a pattern over time or involves a concern of sufficient seriousness, a Program of Assistance may be considered in accordance with the collective bargaining agreement.

LICENSED EMPLOYEE PROCESSES

Probationary/Temporary Teachers (3-year period of probation)

Any teacher employed by the district who is in their first 3 years of employment with the district as defined by ORS 342.805(6).

Probationary/temporary teachers are evaluated annually. The evaluation process includes the following components:

- **3 Conferences** to set goals, monitor progress on goals, and evaluate and reflect on them (2 SLGG's, 1 PPG, 1 PRG).
 - **Beginning of the Year (BOY) Meeting:** Setting initial goals and expectations.
 - **Middle of the Year (MOY) Meeting:** Reviewing progress towards goals, making necessary adjustments.
 - **End of the Year (EOY) Meeting:** Evaluating final outcomes and reflecting on the year's performance.
- **Formal Classroom Observations**
 - At least **2 formal observations** with face-to-face feedback.
- **Informal Observations** (*Mini-Observations*)
 - At least **3 mini observations**, with at least 2 having face-to-face feedback from the administrator.
- **Self-Evaluation**
 - Required at the Beginning of the Year (BOY) and End of the Year (EOY).
- **End-of-Year Summative Final Evaluation Score**
 - Required at EOY by the administrator.

Contract Teachers

Contract teachers have a two-year evaluation cycle with one year identified as summative or On-Cycle, and the other year identified as formative or Off-Cycle. The first year after the probationary period (year 4) is Off-Cycle, Year 5 is On-Cycle. This pattern continues throughout their tenure. A contract teacher may request an additional classroom observation at any time.

The following items identify the key components of each evaluation year.

Summative Evaluation Year (On-Cycle Year)

- **Self-Evaluation on components** at the beginning and end of the year.
- **3 Conferences** to set goals, monitor progress on goals, and evaluate and reflect on them (2 SLGG's, 1 PPG, 1 PRG).
 - **Beginning of the Year (BOY) Meeting:** Setting initial goals and expectations.
 - **Middle of the Year (MOY) Meeting:** Reviewing progress towards goals, making necessary adjustments.
 - **End of the Year (EOY) Meeting:** Evaluating final outcomes and reflecting on the year's performance.
- **At least 4 Informal Observations** (*Mini-Observations*), with a minimum of 2 having face-to-face feedback from the administrator.
- **End-of-Year Summative Final Evaluation Score** (By administrator).

Formative Evaluation Year (Off-Cycle Year)

- **3 Conferences** to set goals, monitor progress on goals, and evaluate and reflect on them (2 SLGG's, 1 PPG, 1 PRG).
 - **Beginning of the Year (BOY) Meeting:** Setting initial goals and expectations.
 - **Middle of the Year (MOY) Meeting:** Reviewing progress towards goals, making necessary adjustments.
 - **End of the Year (EOY) Meeting:** Evaluating final outcomes and reflecting on the year's performance.
- **At least 4 Informal Classroom Observations** (*Mini-Observations*) with a minimum of 2 having face-to-face feedback from the administrator.

NOTE: A contract teacher may request a formal classroom observation.

EVALUATION TOOLS

Teacher Performance Rubric (See Appendix B):

The Phoenix-Talent Schools' Teacher Performance Rubric is the scoring guide used to assess each of the 4 domains and 22 components. The rubric spells out the dimensions of quality instruction our district expects in every classroom and couples it with a rating level system (4 levels) as required by the Oregon Framework for Teacher and Administrator Evaluation and Support Systems. The levels are as follows: Unsatisfactory, Basic, Proficient, and Distinguished with quality descriptors for each component.

The following definitions are used as a guide to evaluating a teacher's performance of components.

- **Unsatisfactory:** Performance does not meet the basic requirements of the standard. The practice is ineffective, and the teacher fails to demonstrate the necessary skills or knowledge. This level of performance is unacceptable and requires immediate intervention and significant improvement.
- **Basic (or Needs Improvement):** The teacher's performance meets some of the basic requirements of the standard but is inconsistent or lacks depth. This level of performance is below proficiency and suggests that the teacher needs further development and support to improve.
- **Proficient:** The teacher's performance meets the standard and demonstrates consistent, effective practice. The teacher exhibits strong skills and knowledge, contributing to positive student outcomes. This level of performance is considered effective and represents the expected standard of quality.
- **Distinguished:** The teacher's performance exceeds the standard and represents exemplary practice. The teacher consistently demonstrates innovation, leadership, and a deep impact on student learning and the school community. This level of performance is rare and signifies outstanding teaching.

Teachers will use the rubric to assist with setting annual goals and measuring their own performance. Administrators will use the rubric to assess the attainment and growth of each domain as supported by classroom observations and teacher-provided evidence.

GOAL SETTING PROCESS:

Student learning and growth are significant factors for teacher evaluation and are integral to the Phoenix-Talent Schools' evaluation process. Goal setting for student learning is an important process for all Phoenix-Talent educators. Rigorous, measurable goals provide a clear path for teachers to measure student learning and growth. Goals may be written as individual or team goals. They are written in collaboration with the assigned administrator. Goals drive the work of an individual or team toward improved student achievement. Goals should be written in the SMART goal format. SMART goals have five critical components:

Specific – Descriptors are well defined and the outcome is clear.

Measurable – Goals must be stated in quantifiable terms.

Attainable – Goals must provide a stretch that inspires people to aim higher but is achievable.

Results-Oriented/Relevant – Represents a worthwhile objective and focuses on important results.

Timed and **Tracked** – Goals must include a timeline for completion and a system to track them.

Individual reflection on the Teacher Performance Rubric should assist each teacher in identifying skills for improvement and should be incorporated into their Professional Practice and Professional Responsibility goals.

Description of Goals:

- I. **(1) Professional Practice Goal (PP):** Professional goals are based on the components of professional practice described in the district's rubric. Professional Practice is related to the quality of teachers' planning, delivery of instruction, and assessment of student learning. Essentially, PP refers to a teacher's work for and with students.

PP relates to Danielson's Framework Domains 1-3:

- Domain 1 - Planning & Preparation
- Domain 2 - Learning Environments
- Domain 3 - Learning Experiences

- II. **(1) Professional Responsibility Goal (PR):** Professional Responsibility is related to the progress toward their own professional goals, contribution to school-wide goals, and work with family and community partners.

PR relates to Danielson's Framework Domain 4:

- Domain 4 – Principled Teaching

- III. **(2) Student Learning and Growth (SLG) Goals:** Teachers should set goals based on the components to which they instruct. For those teachers who provide instruction in academic content areas, at least one of the two goals must reflect the components of the content area they teach. The content of the other goal can reflect non-academic goals for students. This can include goals focused on student engagement and/or social, emotional and behavioral health. For those teachers who do not provide instruction in academic content areas, goals should reflect the components to which they instruct.

SLGG's:

- At least one goal must reflect content area components.
- One goal may be non-academic (e.g., student engagement, social, emotional, and behavioral health).

Multiple Measures:

Multiple sources of data must be used to measure teacher performance on the components.

Professional Practice:

Evidence-based measures include the following:

- Classroom Observations – evaluators' observations, documentation, and feedback on teachers' instructional practices, both formal and walk-through.
- Examination of Artifacts of Teaching – lesson plans, curriculum design, scope and sequence, student assignments, student work, etc.

Professional Responsibilities:

Evidence-based measures include the following:

- Teachers' reflections, self-reports, data analysis, professional goal setting, student learning growth goal setting, records of contributions, peer collaboration, teamwork, parent and student surveys, meetings, record keeping, portfolios, building level leadership (committees, professional development leader).

Student Learning and Growth Goals:

All grade levels will use measures that are valid representations of student learning components from at least two of the three categories listed above based on what is most appropriate for the curriculum and students they teach.

Content Area Goal Measures

- Commercially developed tests that include pre- and post-measures
 - For example, iReady, DIBELS, SBAC, IXL, and other national measures
- Locally developed tests that include pre- and post measures
- Results from proficiency-based assessment systems
- Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance.
- Interim Tests

Other Goal Measures

- Attendance Rates, 9th Grade On-Track, Graduation Rates, Behavioral Data, etc.

***SLGG Quality Review Checklist (Appendix A) is available to help to ensure that SLGG's meet all the criteria.**

SLGG Scoring Rubric

This SLGG scoring rubric is used for scoring individual SLG Goals based on evidence submitted by the teacher and their supervisor/evaluator. The rubric below was developed by the PTS Evaluation Committee and implemented for the first time during 2022-2023 school year.

Level 4 (Highest)	This category applies when 90% or more of students met their target(s).
Level 3	This category applies when 80%-89% of students met their target(s).
Level 2	This category applies when 70-79% of students met their target(s).
Level 1 (Lowest)	This category applies when less than 70% of students meet their target(s).

SUMMATIVE EVALUATION SCORING

The Teacher Performance Summary is a combination of scores from your End of Year Summative Evaluation by your supervisor (90%) and your Student Learning and Growth Goals (5% each).

A teacher's summative evaluation score is determined by using the Teacher Performance Summary and then applying the scale below:

- 3.6 - 4.0 = 4 overall
- 2.81 - 3.59 = 3 overall
- 1.99 - 2.80 = 2 overall
- < 1.99 = 1 overall

The single digit, overall score is the score that will be reported to the Oregon Department of Education in a teacher's summative (on-cycle) year.

Annual Milestones (Target Dates)

- Beginning of Year Self-evaluation - By the end of September
- Initial Goals Form completed - By mid-November
- Middle of Year Goals check-in form and meeting - By mid-February
- End of Year Self-evaluation - By the end of May
- End of Year Goals Reflection Form - By the beginning of June
- End of Year Summative Evaluation with Supervisor - By the last contract day

TEACHER PERFORMANCE GROWTH PLANS:

The Oregon Framework for Teacher and Administrator Evaluation outlines requirements for creating differentiated growth plans to enhance educator effectiveness. These plans—Facilitative, Collegial, Consultative, and Directed—vary in the level of collaboration between the educator and evaluator.

Each plan is tailored to the educator's needs, focusing on improving areas like Student Learning and Growth (SLG) performance. This approach ensures that every educator receives the support needed to continuously improve their practice, leading to better student outcomes.

Facilitative Growth Plans -

The educator leads the conversation and chooses the focus of the Professional Growth Plan and professional goals(s) as the educator and evaluator collaborate on the plan/professional growth goals(s). If the educator had an SLG performance level 2, the plan/professional goal(s) should also include a focus on increasing the educator's overall aptitude in this measure.

Collegial Growth Plans -

The educator and evaluator collaboratively develop the educator's Professional Growth Plan/professional goals(s). The educator and evaluator have an equal voice in developing the plan/professional goal(s). If the educator had an SLG performance level 1 or 2, the plan/professional goals(s) should also include a focus on increasing the educator's overall aptitude in this measure.

Consultative Growth Plans -

The evaluator consults with the educator and uses the information gathered to inform the educator's Professional Growth Plan/professional goal(s). This plan is more evaluator-directed but does take into consideration the voice of the educator in developing the plan/professional goal(s). If the educator had an SLG performance level 1 or 2, the plan/professional goal(s) should also include a focus on increasing the educator's overall aptitude in this measure.

Directed Growth Plans -

The evaluator directs the educator's Professional Growth Plan/professional goal(s). This plan should involve a focus on the most important area(s) to improve educator performance. If the educator had an SLG performance level 1 or 2, the plan/professional goal(s) should also include a focus on increasing the educator's overall aptitude in this measure.

ALIGNED PROFESSIONAL GROWTH

Targeted Professional Development are provided in the following ways:

- 1) Individual Educator Needs - based on identified areas of need determined through the evaluation cycle.
- 2) Teacher-Leader Needs – Training will be provided on strategies for leadership
- 3) Building Level Needs – Based on the cumulative scores of all teachers within each building, patterns of need will be determined and addressed.
- 4) District Level Needs – The district will offer in-service opportunities throughout the year that will have a menu of options that teachers will attend. Based on the teacher growth matrix score, these in-service sessions will either be evaluator-directed or self-choice.

SPECIALIST PERFORMANCE RUBRIC SUPPLEMENTS

Consistent with Oregon's *Framework for Teacher and Administrator Evaluation and Support Systems*, educator evaluation must be aligned to an individual's assigned professional responsibilities.

In adopting the *Danielson Framework for Teaching (2022)*, the evaluation committee established Danielson as the district's common foundation for educator evaluation, recognizing that specialist roles involve distinct responsibilities that require role-appropriate application of the framework.

The district maintains role-specific performance rubrics for specialist positions, and their alignment with the Danielson Framework is achieved through role-specific reviews with specialist and evaluation committee input.

The following focus areas describe the primary responsibilities associated with each specialist role and provide context for current and future Danielson-aligned evaluation tools:

- **Counselors**: Support for students' academic, career, and social/emotional development.
- **Behavior Specialists**: Behavioral assessment, intervention, and consultation to support safe and supportive learning environments.
- **Instructional Specialists**: Curriculum development, instructional coaching, and professional learning facilitation.
- **Reading Specialists**: Targeted literacy interventions, reading assessment, and collaboration with instructional staff.
- **School Psychologists**: Assessment practices, mental health support, consultation, and systems-level problem solving.
- **Special Education Teachers**: Individualized instruction, IEP development and implementation, progress monitoring, collaboration with general education teachers and service providers, family partnership, and student advocacy.
- **Speech/Language Pathologists**: Assessment and treatment of communication disorders, therapy practices, progress monitoring, and data-informed decision making.

DOMAIN 1

PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy
- 1b Knowing and Valuing Students
- 1c Setting Instructional Outcomes
- 1d Using Resources Effectively
- 1e Planning Coherent Instruction
- 1f Designing and Analyzing Assessments

DOMAIN 2

LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments
- 2b Fostering a Culture for Learning
- 2c Maintaining Purposeful Environments
- 2d Supporting Positive Student Behavior
- 2e Organizing Spaces for Learning



THE
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GROUP

DOMAIN 4

PRINCIPLED TEACHING

- 4a Engaging in Reflective Practice
- 4b Documenting Student Progress
- 4c Engaging Families and Communities
- 4d Contributing to School Community and Culture
- 4e Growing and Developing Professionally
- 4f Acting in Service of Students

DOMAIN 3

LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment for Learning
- 3e Responding Flexibly to Student Needs

APPENDICES

APPENDIX A – SLGG Quality Review Checklist

This checklist will be used in approving SLG goals before being used in teacher evaluations. For an SLG goal to be approved, all criteria must be met.

Baseline Date	YES	NO
Is the baseline data used to make data-driven decisions for each SLG goal, including the most recent student information from past assessments and/or pre-assessment results?		
Student Learning and Growth Goals		
Is the SLG goal written as a “growth” goal vs. an “achievement” goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a “target” or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address relevant and specific knowledge and skills aligned to the course curriculum based on state or national content components?		
Is the SLG goal measurable and challenging, yet attainable?		

APPENDIX B – Danielson Self-Evaluation for Teachers

Teacher Self-Evaluation

Self-Evaluation Date:

Domain 1: Planning & Preparation

FFT 2022 Domain 1

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Applying Knowledge of Content and Pedagogy	The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teacher's understanding of content and pedagogy partially supports student learning of the content.	The teacher's understanding of content and pedagogy supports student learning of the content.	The teacher's understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
Enter Notes and Evidence				
1b: Knowing and Valuing Students	The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths and needs partially supports learning and development.	The teacher's knowledge of students supports learning and development, and enables the teacher to build upon student assets.	The teacher's knowledge of students is extensive and fosters student learning and development to support academic and personal success.
Enter Notes and Evidence				
1c: Setting Instructional Outcomes	Instructional outcomes are not relevant or meaningful or do not reflect important learning.	Instructional outcomes are somewhat relevant and partially reflect important learning and development.	Instructional outcomes are mostly relevant and reflect important learning and development.	Instructional outcomes consistently reflect important, meaningful, and relevant learning that requires critical thinking.
Enter Notes and Evidence				
1d: Using Resources Effectively	The teacher is not aware of, or does not appropriately or effectively use instructional materials and other resources to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support learning and development.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.
Enter Notes and Evidence				
1e: Planning Coherent Instruction	The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning.
Enter Notes and Evidence				
1f: Designing and Analyzing Assessments	There is no plan for assessment or the assessments will not provide evidence that students have learned the intended outcomes.	Assessments will partially help the teacher determine whether students have learned or are learning the intended outcomes.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and feedback to students.	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.
Enter Notes and Evidence				
Rubric Score: 0/0				

Domain 2: Learning Environments

FFT 2022 Domain 2

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Cultivating Respectful and Affirming Environments	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
Enter Notes and Evidence				
2b: Fostering a Culture for Learning	The culture of the class is not conducive to learning and does not support development.	The culture of the class is somewhat conducive to learning and development.	The culture of the class is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.
Enter Notes and Evidence				
2c: Maintaining Purposeful Environments	Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures, established or managed primarily by the teacher, support opportunities for student learning and development.	Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.
Enter Notes and Evidence				
2d: Supporting Positive Student Behavior	There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior.	Positive behavior is modeled by the teacher and occasionally taught explicitly.	Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.
Enter Notes and Evidence				
2e: Organizing Spaces for Learning	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially supports student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.

Domain 3: Learning Experiences

FFT 2022 Domain 3

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating About Purpose and Content	Communication about purpose and content is unclear or confusing and hinders student learning.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.
3b: Using Questioning and Discussion Techniques	Questioning and discussion are absent or do not support learning and development.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.
3c: Engaging Students in Learning	Learning experiences do not require active intellectual engagement by students.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take initiative to increase the challenge or complexity of learning experiences and make suggestions for modifications that increase meaning and relevance.
3d: Using Assessment For Learning	Formative assessment is not used during instruction or is not aligned to the instructional purpose of the lesson.	Formative assessment partially supports student learning and development.	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges.
3e: Responding Flexibly to Student Needs	The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities.
Enter Notes and Evidence				

Rubric Score: 0/0

Domain 4: Principled Teaching

FFT 2022 Domain 4

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Engaging in Reflective Practice	The teacher does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of instruction.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	The teacher consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of instruction, exploration of new ideas and approaches, and ongoing changes to practices and mindsets focused on supporting students who need it most.
4b: Documenting Student Progress	There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them.	The teacher documents some aspects of student progress in a manner that is accessible to students and those who support them.	The teacher documents and celebrates student progress toward mastery, focusing on the attainment of learning and developmental goals; students and those who support them engage in reflection on their progress.	Students monitor progress toward mastery and their own attainment of learning and development goals; they analyze and discuss their progress with the teacher and those who support them.
4c: Engaging Families and Communities	The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student.
4d: Contributing to School Community and Culture	The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	The teacher makes modest contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and bring the values of the school to life through modeling and positive action.	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families.
4e: Growing and Developing Professionally	The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is often determined or directed by others.	The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.	The teacher appropriately exercises autonomy to direct professional learning for themselves and their colleagues, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.
Enter Notes and Evidence				

Rubric Score: 0/0

Component	Unsatisfactory	Basic	Proficient	Distinguished
4f: Acting in Service of Students	The teacher acts unethically and does not understand the needs of students or make decisions in their best interest.	The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The teacher models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.	The teacher is a leader in the school in defining and upholding high standards of ethical practice and modeling wise decision-making that honors the inherent worth and dignity of each and every student and prioritizes their needs.

Domain 2: The Environment

Counselor Domain 2 				
Criteria	Does Not Meet	Partially Meets	Consistently Meets	Consistently Exceeds
2a: Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
Enter Notes				
2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
Enter Notes				
2c: Managing routines and procedures	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
Enter Notes				
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
Enter Notes				
2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
Enter Notes				

Domain 3: Delivery of Service

Counselor Domain 3				
Criteria	Does Not Meet	Partially Meets	Consistently Meets	Consistently Exceeds
3a: Assessing student needs	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
Enter Notes				
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
Enter Notes				
3c: Using counseling techniques in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.
Enter Notes				
3d: Brokering resources to meet needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
Enter Notes				
3e: Demonstrating flexibility and responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.
Enter Notes				

Domain 4: Professional Responsibilities

Counselor Domain 4

Criteria	Does Not Meet	Partially Meets	Consistently Meets	Consistently Exceeds
4a: Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
Enter Notes				
4b: Maintaining records and submitting them in a timely fashion	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
Enter Notes				
4c: Communicating with families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
Enter Notes				
4d: Participating in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
Enter Notes				
4e: Engaging in professional development	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Enter Notes				
4f: Showing professionalism	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Enter Notes				

