



Philomath Public Schools

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Philomath School District 17J Licensed Educator Evaluation Handbook

Updated June 2026

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Introduction

The purpose of the Philomath Educator Evaluation System is to promote educator growth through reflection, collaboration, and regular feedback. Oregon law requires that districts have in place evaluation systems that are rigorous and that are designed to support professional growth, accountability, and student learning and growth. To ensure such systems, the following criteria are essential:

1. **Standards of Professional Practice:** The state adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards define what teachers and administrators should know and be able to do to ensure that every student is ready for college, careers, and engaged citizenship in today's world.
2. **Differentiated (4) Performance Levels:** Teacher and administrator performance on the standards of professional practice are measured on four performance levels.
3. **Multiple Measures:** Multiple sources of data are used to measure teacher and administrator performance on the standards of professional practice. Evaluators look at evidence from three categories: professional practice, professional responsibilities, and student learning and growth.
4. **Evaluation and Professional Growth Cycle:** Teachers and administrators are evaluated on a regular cycle of continuous improvement that includes self-reflection, goal setting, observations, formative assessment, and summative evaluation.
5. **Aligned Professional Learning:** Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's or administrator's evaluation and his/her need for professional growth.

According to The Oregon Framework for Teacher and Administrator Evaluation and Support Systems (2013), "Effective teachers in the state of Oregon have the essential knowledge, critical dispositions and performances needed to promote the success of every student through high expectations, challenging learning experiences, a deep understanding of the content, effective instructional practice, and professional responsibility."

Further, by adopting the Model Core Teaching Standards, the state requires that teachers are evaluated on systems that include:

(A) The Learner and Learning

Standard # 1: Learner Development

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.

Standard #2: Learning Differences

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.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

(B) Content

Standard # 4: Content Knowledge

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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard # 5: Application of Content

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.

(C) Instructional Practice

Standard # 6: Assessment

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.

Standard #7: Planning for Instruction

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.

Standard #8: Instructional Strategies

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.

(D) Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

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.

Standard # 10: Leadership and Collaboration

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.

During the 2012-13 school year, the Philomath School District's Educator Effectiveness team met to create the District's new evaluation tool. Based on state requirements, the team considered multiple district models and opted for a system that most met the needs of the Philomath School District's educators. To that end, the District adopted the Salem-Keizer LEGENDS rubric and created an evaluation cycle to ensure that the District is meeting state accountability requirements as well as encouraging educator growth.

During the 2024-25 school year the Evaluation Committee determined that it was time to review alternate rubrics. The Evaluation Committee recommended changing the rubric used to guide the Licensed Educator Effectiveness process to the 5D+ Rubric for Instructional Growth and Teacher Evaluation. The rubric used for the school counselors did not change at this time. During the 2025-26 school year each school's licensed staff participated in professional learning time to gain an understanding of the rubric.

Within the rubric, each standard is defined in terms of four differentiated performance levels: Unsatisfactory (Does not meet*), Basic (Developing Proficiency*), Proficient, Distinguished (Exceeds*). Updates have been made to this Handbook based on updates in OAR 581-022-2410, leaving to districts the responsibility to determine the degree to which data informs the summative evaluation.

Performance Level	Definitions of Performance as Applied to Standards of Professional Practice
Unsatisfactory (Does not meet*)	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice.
Basic (Developing Proficiency*)	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan.
Proficient	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning.
Distinguished (Exceeds*)	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities.

** These terms apply to the School Counselor rubric*

The primary purpose of the Philomath Educator Effectiveness Evaluation System is to improve student learning. This handbook is intended to provide the structure for licensed staff to improve their professional practice and responsibilities through a reflective professional improvement cycle.

The process is also designed to encourage more meaningful conversations around student learning and growth, and relies on the premise that all education professionals are committed to improving their performance and elevating the profession.

Original Philomath School District SB 290 Team: Dan Forbess (Superintendent), Don Cruise (School Board Member), Steve Bell (Administrator), Cindy Golston (Administrator), Michael McDonough (Teacher), Janine Luta (Teacher), Ben Silva (Teacher), Cari DenHerder (Teacher)

August 2018 Review Team: Melissa Goff (Superintendent), Steve Bell (Administrator), Janine Luta (Teacher), Cari DenHerder (Teacher), Ben Silva (Teacher), Jennifer Buchanan (Co-President, PEA), Steve Bennett (Co-President, PEA)

The 2025-2026 Evaluation Committee: Ben Silva (Teacher), Janine Luta (Teacher), Jennifer Buchanan (Teacher), Mark Henderson (Administrator), Eric Beasley (Administrator), Steve Bell (Administrator)

Evaluation Cycle Overview

Evaluation Cycles

Probationary/ Temporary Educators

The first three years of an educator's employment will be considered a probationary period. In order to reach contract status, a probationary educator must demonstrate competency in regards to the professional requirements outlined in this document.

Steps required of probationary/temporary teachers: Self-Assessment & Initial Growth Conference; Goal Setting; Observation Phase One; Interim Growth Conference; Observation Phase Two; Self-reflection; Summative Growth Conference.

Contract Educators

Educators who receive contract status will be on a two-year evaluation cycle. Every other year, a contract educator will be on a review schedule.

Steps Required of Contract Educators on a review year: Self-Assessment & Initial Growth Conference; Goal Setting; Observation Phase One; Observation Phase Two; Self-Reflection; Summative Growth Conference.

Steps required of Contract Educators on a non-review year: Self-Assessment & Initial Growth Conference; Goal Setting; Self-reflection; End of the Year Conference.

Self-Assessment & Initial Professional Growth Conference

(Forms Required: Licensed Initial Self-Assessment Rubric Worksheet)

Self-Assessment

At the beginning of each school year, all educators must complete a self-assessment using the teacher or counselor evaluation rubric. This allows teachers and counselors to reflect on their professional practices and responsibilities. Self-reflection should help guide the development of the

educator's Professional Growth Goal as well as their professional learning. The self-assessment must be submitted to the evaluator prior to the Initial Professional Growth Conference.

Initial Professional Growth Conference

(Forms Required: Student Growth and Professional Goals – Goal Setting)

During the Initial Professional Growth Conference, the educator meets with their evaluator to discuss the educator's self-assessment, focusing on strengths and opportunities for growth. At this time, the evaluator and educator also collaborate on potential Professional and Student Growth Goals. If applicable, the evaluator and educator also discuss PDU requirements for license renewal.

Student Growth Goals

All educators, in collaboration with their administrator, must complete two student growth goals each school year. Goals will be written in a SMART goal format. These should be focused goals that span the entire length of the selected course. Changes to State OAR in 2018 no longer require educators to include a ***Student Growth percentile*** as part of their established goals. Goals will come from the following two categories:

Types of Measures for Student Learning and Growth for Licensed Educator Evaluations

Types of Measures ¹	Guidance
● Oregon's state assessments* ○ SMARTER Balanced (formerly OAKS) ○ Extended Assessments²	● Same assessment and administration guidelines are used statewide <i>*OPTIONAL: No longer required beginning in the 2018-19 school year</i>
● Commercially developed assessments that include pre- and post-measures ● Locally developed assessments 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	● Same assessment and administration guidelines are used district-wide or school-wide ● Assessments meet state criteria

¹ An update of OAR 581-022-2410 provides all teachers the option of types of measures to form goals. ² Used by special education teachers who provide instruction in ELA or math for those students who take extended assessments.

Professional Growth Goal

Using their self-assessment as a guide, and in collaboration with their evaluator, each educator must develop a professional growth goal that spans the entire school year. The ultimate decision for the professional growth goal is up to the educator; however, during the Initial Professional Growth Conference, they should discuss with their evaluator what evidence they plan to provide to demonstrate progress towards completion of the goal. For teachers, the PGG will be scored in Standard 9 of their rubric. For counselors, the PGG will be scored in Standard 6.1 of their rubric.

Observation Phase One

(Forms Required: Probationary Educators only - Pre-observation form)

Contract Educators:

This phase of observation will consist of a minimum of one observation, being at least ten minutes in length. Each observation requires written feedback from the evaluator. A face-to-face conference is required within 10 days of the observation to discuss the feedback.

Probationary Educators:

This phase of observation will consist of one formal observation. The formal observation will last an entire class period and requires the educator to complete and submit a pre-observation form prior to the observation. A face-to-face conference to discuss the feedback will take place within 10 days between the educator and evaluator after the formal observation.

Observations Phase Two

(Forms Required: Probationary Educators only - Pre-observation form)

Contract Educators:

This phase of observation will consist of a minimum of one observation, being at least ten minutes in length. Each observation requires written feedback from the evaluator. A face-to-face conference is required within 10 days of the observation to discuss the feedback.

Probationary Educators:

This phase of observation will consist of one formal observation lasting at least one half of an entire class period and requires the educator to complete and submit a pre-observation form prior to the observation. A face-to-face conference to discuss the feedback will take place within 10 days between the educator and evaluator after the formal observation.

Summative Professional Growth Conference

(Forms Required: Student Growth and Professional Goals – Summative Conference)

With the revision to OAR 581-022-2410 adopted by the State Board of Education in June 2017 districts are no longer required to use the Oregon Matrix as the method for determining summative evaluations. The summative evaluation must still take into account the data gathered from multiple

measures: professional practice, professional responsibilities, and goals that impact student learning and growth; however, it is the responsibility of individual districts to determine the degree to which the data collected in these three areas informs the educator's summative evaluation.

The Philomath School District will continue to use the Oregon Matrix. Evaluators will use a combination of the multiple measures (observations, artifacts, and goals) to complete the matrix for evaluation. The evaluator then meets with the educator to review and finalize the summative evaluation. At this time, all components of the evaluation should be discussed, as well as the educator's year end goal form.

In the event an administrator observes or becomes aware of a concern during an observation or classroom walk through, the educator will receive written documentation within 10 days, with support and guidance to remedy.

Using the summative evaluation and year end goal form as a guide, the educator's professional growth plan implications can be discussed. This also provides an opportunity to discuss Professional Development Units for license renewal. Prior to this meeting, the educator must submit the summative form and all data associated with goals.

Personnel File Content

ORS342.850(6) A teacher may make a written statement relating to any evaluation, reprimand, charge, action or any matter placed in the teachers personnel file and such teachers statement shall be placed in the personnel file.

The Program of Assistance for Improvement

On occasion, an administrator will recommend a Program of Assistance for Improvement (PAI) for an educator. The administrator initiates the PAI in consultation with the teacher and the Philomath Education Association (upon request by the teacher). The administrator initiates the recommendation based on evidence that an educator is not meeting the District's professional standards as outlined in this document.

The PAI delineates one or more areas where the teacher's performance is below the acceptable standard. The PAI will then specify what the specific standard(s) is that needs to be met and outlines a detailed plan of support to help the teacher meet the standard(s).

The PAI requires a commitment of time and effort from both the teacher and the school District, as well as the possibility of some additional resources to be provided by the District. The PAI will utilize a specific timeline along which the teacher will progress towards a specific completion date.

The PAI is successfully completed when the teacher consistently demonstrates quality professional performance in response to all indicators noted in the plan.

Teachers in the Philomath School District are generally very successful in working with the PAI.

The success of the PAI is a result of professional partnership and high level commitment on the part of the following contributors:

- The individual teacher demonstrates a commitment to his or her own learning and quality professional standards.
- The leadership of the Philomath Education Association provides professional support for individual teachers and for high quality professional standards.
- The Philomath School District supports the success of each faculty member through a generous commitment of resources for professional development.

Appendix A

Timelines and Forms

	COMPLETED BY:	Contract Educator Timeline (Review Year) MILESTONE AND DETAILS:
☐	OCTOBER 31	<u>SELF-ASSESSMENT/INITIAL PROFESSIONAL GROWTH AND GOALS CONFERENCE:</u> • Must be submitted electronically to the evaluator • Discuss Self-Assessment of Teacher/Counselor Rubric Worksheet • Discuss and electronically submit Professional/Student Growth Goals • Discuss PDUs for License Renewal (if applicable)
☐	JANUARY 31	<u>OBSERVATIONS – PHASE ONE</u> • Minimum of 1 Observation completed (for a combined minimum of 2 Observations annually) • Each a minimum of 10 minutes in length • All Observations require written feedback • Observations during this phase requires a face-to-face conference to discuss feedback
☐	MAY 15	<u>OBSERVATIONS – PHASE TWO</u> • Minimum of 1 Observation completed (for a combined minimum of 2 Observations annually) • Each a minimum of 10 minutes in length • All Observations require written feedback • Observations during this phase requires a face-to-face conference to discuss feedback
☐	FINAL CHECK OUT	<u>SUMMATIVE PROFESSIONAL GROWTH CONFERENCE</u> • Review evidence of growth in Effective Practice • Discuss work products relevant to learning • Discuss Summative Evaluation • Discuss End of Year Data • Discuss Reflection on Results • Discuss Professional Growth Plan implications • Discuss PDUs for License Renewal (if applicable)

☐	COMPLETED BY:	<u>Probationary & Temporary Educator Timeline</u> Applies to: Probationary and Temporary Licensed Staff, Licensed Staff on Supervisor-Directed Goals or a Program of Assistance MILESTONE AND DETAILS:
☐	OCTOBER 31	<u>SELF-ASSESSMENT/INITIAL PROFESSIONAL GROWTH AND GOALS CONFERENCE:</u> • Must be submitted electronically to the evaluator • Discuss Self-Assessment of Teacher/Counselor Rubric Worksheet • Discuss and electronically submit Professional/Student Growth Goals • Discuss PDUs for License Renewal (if applicable)
☐	DECEMBER 1	<u>OBSERVATIONS – PHASE ONE</u> • Minimum of 1 Observation completed (for a combined minimum of 2 Observations annually) • All Observations require written feedback • One Formal Observation (an entire class period; pre-observation form must be submitted prior to observation) • A face-to-face conference to discuss feedback is required after the Formal Observation
☐	JANUARY 31	<u>OBSERVATIONS – PHASE TWO</u> • Minimum of 1 Observation completed (for a combined minimum of 2 Observations annually) • Observations require written feedback • One Formal Observation (at least one half of an entire class period; pre-observation form must be submitted prior to observation) • A face-to-face conference to discuss feedback is required after the Formal Observation
☐	FEBRUARY 15	<u>INTERIM PROFESSIONAL GROWTH CONFERENCE</u> • Review progress on Professional/Student Growth Goals • Discuss additional support needed to meet Professional Growth Goal • Discuss work products relevant to learning
☐	FINAL CHECK OUT	<u>SUMMATIVE PROFESSIONAL GROWTH CONFERENCE</u> • Review evidence of growth in Effective Practice • Discuss work products relevant to learning • Discuss Summative Evaluation • Discuss Data Reflection • Discuss Reflection on Results • Discuss Professional Growth Plan implications • Discuss PDUs for License Renewal (if applicable)

☐	COMPLETED BY:	Contract Educator Timeline (Non-Review Year) MILESTONE AND DETAILS:
☐	OCTOBER 31	<u>SELF-ASSESSMENT/INITIAL PROFESSIONAL GROWTH AND GOALS CONFERENCE:</u> • Must be submitted electronically to the evaluator • Discuss Self-Assessment of Teacher/Counselor Rubric Worksheet • Discuss and electronically submit Professional/Student Growth Goals • Discuss PDUs for License Renewal (if applicable)
☐	FINAL CHECKOUT	<u>END OF YEAR CONFERENCE</u> • Discuss End of Year Data • Discuss work products relevant to learning • Discuss Reflection on Results • Discuss Professional Growth Plan implications • Discuss PDUs for License Renewal (if applicable)

Teacher Rubric



5 Dimensions of Teaching and Learning™

Instructional Framework Version 4.0

5D™	Subdimension	The Vision	Guiding Questions
Purpose	Standards	- The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. - The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s).	- How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? - How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.?
	Learning Target and Teaching Points	- The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. - The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. - The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s).	- What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? - Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? - How are the standard(s) and learning target communicated and made accessible to all students? - How do students communicate their understanding about what they are learning and why they are learning it? - How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? - How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
Student Engagement	Intellectual Work	- Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). - Students take ownership of their learning to develop, test and refine their thinking.	- What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? - What does student talk reveal about the nature of students' thinking? - Where is the locus of control over learning in the classroom?
	Engagement Strategies	- Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. - Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.	- What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? - What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? - What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?
	Talk	- Student talk reflects discipline-specific habits of thinking and ways of communicating. - Student talk embodies substantive and intellectual thinking.	- Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? - What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?

5D™	Subdimension	The Vision	Guiding Questions
Curriculum & Pedagogy	Curriculum	- Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. - The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time.	- How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) - How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards? - How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making? - What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge? - How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials? - How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?
	Teaching Approaches and/or Strategies	- The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. - Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. - The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs.	
	Scaffolds for Learning	The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence.	
Assessment for Student Learning	Assessment	- Students assess their own learning in relation to the learning target. - The teacher creates multiple assessment opportunities and expects all students to demonstrate learning. - Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.). - The teacher uses observable systems and routines for recording and using student assessment data (e.g., charts, conferring records, portfolios, rubrics). - Assessment criteria, methods and purposes are transparent and match the learning target.	- How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment? - How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws? - How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking? - How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning? - How does the teacher's instruction reflect planning for assessment? - How does the teacher use multiple forms of assessment to inform instruction and decision-making? - How does the teacher adjust instruction based on in-the-moment assessment of student understanding?
	Adjustments	The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students.	
Classroom Environment & Culture	Use of Physical Environment	- The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. - The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). - Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.).	- How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? - How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? - How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? - What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? - What do discourse and interactions reveal about what is valued in this classroom? - What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
	Classroom Routines and Rituals	- Classroom systems and routines facilitate student responsibility, ownership and independence. - Available time is maximized in service of learning.	
	Classroom Culture	- Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning. - Classroom norms encourage risk-taking, collaboration and respect for thinking.	

5D+™ Rubric for Instructional Growth and Teacher Evaluation

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

Dimensions of the 5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is based on the 5 Dimensions of Teaching and Learning™ (5D™) instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction. These core elements have been incorporated into the 5D framework and 5D+ Rubric as five dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture. The 5D+ Rubric also includes Professional Collaboration and Communication, which is based on activities and relationships that teachers engage in outside of classroom instruction.

Organization of the 5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric is composed of 30 indicators of teacher performance, which are grouped by dimension. In the example below: the dimension is *Purpose* and the indicator is *Learning target(s) connected to standards*. The pages are colored-coded by dimension.

Purpose				
	Unsatisfactory	Basic	Proficient	Distinguished
P1	Learning target(s) connected to standards			
	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.

Performance Levels

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

Resources and Support

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is available as a downloadable PDF on the University of Washington Center for Educational Leadership website at www.k-12leadership.org/teacher-eval. You will also find associated resource materials and a description of the services CEL can provide to support your implementation.

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

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

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

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

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

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



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Counselor Rubric

Standard 1: Overall

DNM	DP	PR	E
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Standard 1: Foundation

The Professional School Counselor (PSC) plans and designs a standards-based, data-driven comprehensive school counseling program by creating foundational components that are aligned with the school and district strategic plans, as well as state and national school counseling standards.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
1.1 The PSC incorporates the school counseling program mission, beliefs and philosophy to align with school goals.	Demonstrates little knowledge of the school counseling program mission, beliefs and philosophy, and does not articulate the relationship between these foundational components and the design of the school counseling program.	Can locate and articulate the mission, beliefs and philosophy of the school counseling program. However, shows no evidence of recent review and limited connections to current student needs.	Creates\refines and displays the mission, beliefs and philosophy. Articulates with stakeholders. Mission reflects student needs and alignment with school-wide goals.	Annually reviews\revises and embeds the mission, beliefs, and philosophy in the delivery system design. Incorporates ongoing stakeholder communication. Mission reflects student needs and alignment with school-wide goals, and includes desired long range results.
1.2 The PSC utilizes the ASCA national standards, as well as the Oregon Framework (OCGCF) to develop the content of the school counseling curriculum.	Does not demonstrate use of the ASCA or OCGCF standards to develop lesson plans and other components of the school counseling program.	Recognizes and sometimes incorporates the ASCA and OCGCF standards and competencies in lesson plans and activities.	Implements a school counseling program to comprehensively address both ASCA and OCGCF student and school counselor standards.	Annually evaluates, revises and implements the school counseling program aligned with both ASCA and OCGCF student and school counselor standards.
1.3 The PSC plans a school counseling program in the four domains to promote and enhance student achievement.	Does not plan a School Counseling Program which includes the four domains.	Utilizes limited collaboration in planning a comprehensive program. One or more domains may not be addressed in the program design.	Designs a collaborative school-wide, cross curricular delivery system reflecting all four domains that engages school staff, administration and stakeholders.	Collaborates with counselors across programmatic levels within the school's feeder system. Engages stakeholders to design a school-wide, cross curricular delivery system reflecting all four domains.

Standard 1: Foundation *(continued)*

The Professional School Counselor (PSC) plans and designs a standards-based, data-driven comprehensive school counseling program by creating foundational components that are aligned with the school and district strategic plans, as well as state and national school counseling standards.

Guiding Questions	Evidence Examples
• Is there a demonstrated understanding of ASCA/OCGCF standards? • Is there a demonstrated understanding of district mission, beliefs, and philosophy? • Are the mission, beliefs and philosophy published or displayed for stakeholder view? • How does the PSC incorporate the four domains in the delivery of the school counseling program?	• Lesson Plans (reflecting four domains) • Annual Advocacy Plan/Measure • Counselor Website • Advisory Council

Standard 2: Overall

DNM	DP	PR	E
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Standard 2: Delivery System

The Professional School Counselor delivers a data-driven, prevention-based, developmental, and comprehensive school counseling program.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
2.1 The PSC facilitates delivery of a prevention-based, data-driven guidance curriculum aimed at the four domains.	Presents minimal evidence that a standards-based curriculum is delivered on a consistent basis to ensure student mastery of competencies.	Provides guidance units, but there is some evidence that it is prevention based, data-driven aligned with standards or aimed at addressing student mastery of competencies.	Organizes comprehensive, proactive, developmentally appropriate guidance units. Manages an environment and provides opportunities that encourage learning. Uses effective strategies that ensure student engagement for mastery of competencies.	Highly skilled in organizing comprehensive, proactive, developmentally appropriate guidance units. Manages the environment and provides opportunities that foster learning. Integrates a wide array of strategies to ensure student engagement for mastery of competencies.
2.2 The PSC coordinates consistent programming designed to help students on an individual or small group basis to establish personal goals and develop future plans.	Does not counsel individual students and small groups of students with identified needs and concerns. Makes minimal effort to assist students with goal setting.	Counsels individual students and small groups occasionally, using a limited number of strategies. Ineffective or unclear referral process.	Counsels individual students and small groups of students based on identified needs, using appropriate theories and strategies. Informs students, parents and staff about the student referral process.	Uses appropriate theories and strategies when working with students and assists in the establishment of concrete plans, aimed at problem resolution. Utilizes an extensive repertoire of strategies to initiate and refine referral processes.
2.3 The PSC addresses the immediate needs or concerns of students by providing specific ongoing responsive services such as consultation, individual or small group counseling, crisis counseling, referrals, and peer facilitation.	Does not address the immediate needs or concerns of students.	While not always effective, attempts to establish processes or systems designed to address immediate needs or concerns of students.	Actively implements and revises immediate and ongoing responsive services planning to address student needs or concerns.	Proactively plans and provides leadership in order to systemically initiate responsive services which address student, school-wide and/or district needs or concerns.

Standard 2: Overall

DNM	DP	PR	E
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Standard 2: Delivery System (continued)

The Professional School Counselor delivers a data-driven, prevention-based, developmental, and comprehensive school counseling program.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
2.4 The PSC maintains and enhances the total school counseling program by providing system support.	Provides support not related to the school counseling program. Seldom provides system support.	Provides partial evidence of system support.	Maintains and enhances the total school counseling program through system support.	Initiates and provides leadership for systemic change in professional development, consultation, collaboration, and program management at the building and/or district level.

Guiding Questions Examples	Evidence Examples
• Does the PSC offer support groups for various needs? • Does the PSC offer office hours for individual counseling? • Does the PSC respond to referrals in a timely manner? • Does the PSC data support and demonstrate responsive services?	• Participation in SST, YST, Department Chair and/or Leadership meetings • Guidance curriculum, responsive services, system support, individual/group • Interagency collaboration (including partnering to provide guidance, such as Willamette Valley Hospice) • Intra-department collaboration on delivering guidance curriculum (e.g., forecasting, partnering with health teachers, college and career nights)

Standard 3: Overall

DNM	DP	PR	E
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Standard 3: Management

The Professional School Counselor manages a developmental, comprehensive school, data-driven counseling program.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
3.1 The PSC works with school administration to develop a Management Agreement defining the school counselor's role in the school counseling program.	Does not communicate or collaborate with school administration about school counselor's role in the school. No verbal or written Management Agreement exists.	Communicates with school administration to establish an agreement about the counselor role in the school.	Collaborates with administration to create a detailed annual written Management Agreement to align with the ASCA Model. Counselor activities and practices are aligned with the terms of the agreement.	Documents ongoing communication with administration to review and revise Management Agreement to continually improve practices. Counselor activities and practices are guided by the terms of the agreement.
3.2 The PSC establishes and regularly convenes an advisory council for the comprehensive school counseling program.	Provides no documentation of stakeholder input on planning and designing the school counseling program.	Documents some stakeholder input in planning and designing the school counseling program, but has not established or convened an advisory council.	Establishes and convenes an advisory council to advise and assist with planning and designing the school counseling program and meets at least two times per year.	Meets at least twice annually with the established advisory council and integrates actions and recommendations of the advisory council into planning, designing and implementing the school counseling program. Bylaws, agendas, and minutes exist.
3.3 The PSC participates in the design and implementation of school guidance curriculum action plans aligning them with both school and school counseling program goals.	Minimal evidence of participation in the design and implementation of guidance curriculum action plans.	While not always effective, attempts to implement guidance curriculum action plans.	Creates and/or implements guidance curriculum action plans. Clear alignment with school and program goals.	Continually refines and implements guidance curriculum action plans. Shares results with stakeholders and seeks input for improvement.

Standard 3: Overall

DNM	DP	PR	E
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Standard 3: Management (continued)

The Professional School Counselor manages a developmental, comprehensive school, data-driven counseling program.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
3.4 The PSC organizes and manages time to implement an effective school counseling program for all students.	Makes minimal effort to organize time in support of effective school counseling objectives.	Understands the value of organizing and allocating time, but does not provide an effective school counseling program for all students.	Effectively organizes and allocates time to ensure effective implementation of a comprehensive, prevention-based school counseling program for all students. Pursues opportunities to connect with students individually on a regular basis.	Maximizes time management through an organized, collaborative process of partnering with others to ensure the delivery of a comprehensive, prevention-based SC program designed to maximize student success.

Guiding Questions Examples	Evidence Examples
• Is there a management agreement, developed with building administration, in place that promotes a climate of respect and learning? • In what ways does the PSC participate in the design/implementation of the SGC/CTG action plans?	• Documentation of active participation between counselors and administration • Presence of active management agreement • Daily, weekly and long term plans are maintained. • Time task analysis • Advisory Council and Counseling Meeting agendas/minutes • Action plans with results (MEASURE)

Standard 4: Overall

DNM	DP	PR	E
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Standard 4: Accountability

The Professional School Counselor monitors and evaluates the processes and results of the comprehensive school counseling program.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
4.1 The PSC helps design and implement a collaborative monitoring system to assess whether students are on grade level, in order to improve student academic success in school.	Rarely provides evidence of monitoring systems in place.	Attempts to use and/or partial development of monitoring systems that may be appropriate to the school or students.	Develops and/or implements effective monitoring systems and consistently utilizes them to monitor and support student and school success.	Integrates a comprehensive monitoring system using individual student data and other early warning signs to identify at-risk students. Processes and procedures are in place to support these students.
4.2 The PSC collects and analyzes data for school counseling activities and interventions.	Provides minimal evidence of data collection for SC activities.	Sometimes analyzes data for SC activities. Attempts to develop some interventions, based on data analysis.	Collects, analyzes and uses process, perception and results data to determine the effectiveness of SC activities and interventions. Modifies program to improve outcomes.	Collects process, perception and results data to determine the effectiveness of SC activities and interventions. Uses data sharing strategies with stakeholders to promote systemic improvement.
4.3 The PSC submits written results reports for his/her school counseling activities and interventions to supervisor.	Provides no evidence that written results reports will be completed and submitted on time. Written results reports are not completed or submitted on time.	Provides vague written results reports related to the school counseling program and student outcomes.	Provides timely written results reports with process, perception and results data for school guidance curriculum and closing the gap activities.	Provides timely written results reports that are clearly aligned with school goals. High quality process, perception and results data are included and shared with stakeholders for continuous improvement.

Standard 4: Overall

DNM DP PR E

Standard 4: Accountability (*continued*)

The Professional School Counselor monitors and evaluates the processes and results of the comprehensive school counseling program.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
4.4 The PSC uses process, perception, and results reports to improve the guidance curriculum.	Provides no evidence that data reports are used to guide program improvement.	Provides evidence that guidance curriculum data is used for school counseling program design and improvement.	Uses the guidance curriculum results reports to evaluate program effectiveness and to determine future school counseling activities and interventions.	Efficiently uses results reports to proactively design curriculum in collaboration with advisory council and other stakeholders.
4.5 The PSC conducts the ASCA annual program audit of the school counseling program and uses it to guide program improvement.	Does not conduct the annual program audit.	Annually completes the program audit, but provides no evidence of using the results to drive program improvement.	Conducts an annual program audit and uses it as a guide to make program improvements.	Initiates and completes a thorough program audit, involving stakeholders. Integrates audit results in the design and modification of the comprehensive school counseling program.

Guiding Questions Examples	Evidence Examples
• Does the PSC conduct a program audit? • Does the Closing the Gap Plan show results? Are they used to shape the program? • Is there evidence that information is shared with stakeholders to improve the guidance curriculum? • How is the counselor assisting in the design and implementation of a collaborative monitoring system?	• SST notes • Annual MEASURE (Closing the Gap Results Report) • Program audit, • Collects, evaluates, and shares data with stakeholders on a continuing basis • Documentation of how collaborative monitoring system is supporting students

Standard 5: Overall

DNM	DP	PR	E
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Standard 5: Leadership and Advocacy

The Professional School Counselor is a student advocate, leader, collaborator and systems change agent.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
5.1 The PSC leads and advocates for school counseling program within the counseling department, school setting and community.	Does not regularly attend mandated school or District meetings. Does not participate in collaborative activities.	Sometimes demonstrates a leadership role in school/District meetings and activities, but with minimal engagement.	Takes a leadership role in meetings and activities designed to plan curriculum, coordinate resources and address school district and/or community needs.	Pursues leadership opportunities for stakeholder collaboration. Shares responsibility for decision making and accountability to facilitate student success.
5.2 The PSC advocates for the success of all students by actively engaging other stakeholders in school teams that provide individualized student supports.	Rarely attends team meetings for students on caseload and/or is not adequately prepared to support the development of effective student academic or support plans.	Demonstrates limited consultation and collaboration with parents, teachers, administrators and other team members.	Prepares in advance by examining and analyzing individual student data and regularly participates in student support teams. Advocates for individualized plans, resources and service to support student success. Engages stakeholders in respectful communication that supports student success.	Partners with school staff, parents and community stakeholders to ensure appropriate student support teams are in place and aligned with best practices. Knows and uses an effective consultation model with corresponding data in working with these partners. This includes the development and implementation of action plans.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
5.3 The PSC uses qualitative and/or quantitative data to recommend systemic change in policy and procedures that limit or inhibit equity, access or academic achievement.	Cannot articulate or locate school policy/procedures. Misinterprets policy when approached by others with concerns of fairness. Minimal evidence of advocating for policy or procedural change to improve student success.	Has a basic knowledge of school policies and procedures. Occasionally uses data to inform recommendations.	Demonstrates clear understanding of school policies and procedures. Consistently uses data to design recommendations which promote academic achievement.	Displays extensive knowledge of both school and district policies and procedures. Uses data to drive recommendations that shape policy and procedure for systemic improvement aimed at improving student success.

Guiding Questions Examples	Evidence Examples
• How does the PSC show leadership and advocacy in the school? • How does the PSC collaborate with stakeholders for systemic change? • When given an opportunity, does the PSC provide professional development for staff? • Does the PSC facilitate or attend SST? • Does the PSC facilitate or attend YST??	• Documentation of participation in conversations about possible changes to school policy and district procedures. • Documentation of participation with various school stakeholders • Advocacy plan • Closing the Gap Results Reports, staff meeting agendas, SST/YST minutes, emails, attendance logs • Academy of Teaching and Learning transcripts • Documentation of initiating activities/programs to further enhance systems

Standard 6: Overall

DNM	DP	PR	E
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Standard 6: Professional Learning and Ethical Practice

The Professional School Counselor (PSC) adheres to professional ethical standards, policies and laws in conduct and practices.

The PSC assumes responsibilities for his/her professional growth, aimed at improving the school counseling program and professional practices that adhere to ethical standards, school policies, and laws, and the development of the school counseling profession.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
6.1 The PSC sets annual professional growth goals and engages in meaningful and appropriate professional learning opportunities to improve skills, knowledge, and practices.	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. Engages in professional networking activities and regularly reviews school counseling research, articles, and journals.
6.2 The PSC reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender and learning differences to build stronger relationships.	Lacks awareness of own personal biases and their impact on relationships. Does not take into account student differences in ways that support counseling services.	Acknowledges student differences and addresses some individual student needs.	Incorporates culturally responsive counseling services. Continues to deepen understanding of student differences and explores ways to address individual student needs.	Transcending their own bias, the counselor utilizes a variety of approaches to understand students' diverse needs and maintains a belief in all students' capacity for success.
6.3 The PSC demonstrates knowledge of legal and ethical rights and responsibilities.	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. Conducts self in a professional and ethical manner when dealing with students, families and colleagues.	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. Models the highest legal and ethical standards, ensuring that professional practices support the success of all students and supports their individual rights.

Standard 6: Professional Learning and Ethical Practice (*continued*)

The Professional School Counselor (PSC) adheres to professional ethical standards, policies and laws in conduct and practices. The PSC assumes responsibilities for his/her professional growth, aimed at improving the school counseling program and professional practices that adhere to ethical standards, school policies, and laws, and the development of the school counseling profession.

Guiding Questions Examples	Evidence Examples
• Is the PSC able to be personable and collaborative with students, parents and staff? • Does the PSC adhere to professional and ethical standards? • Does the PSC show or reflect cultural awareness in his/her counseling activities?	• Academy of Teaching and Learning transcript (PDU verification) • Documentation of professional membership (such as ASCA/OSCA) • Counselor Website • Professional growth goals • Documentation of professional conference attendance • Participation in professional development related to cultural competency

TEACHER SLG GOAL SETTING TEMPLATE

Teacher: _____ Contract Status: _____

School: _____ School Year: _____

Administrator/evaluator: _____ Date: _____

Grade Level: ☐ Elementary ☐ Middle School ☐ High School

Goal Type: ☐ Individual Goal ☐ Team Goal

SLG GOAL 1		
G o a l - S e t t i n g C o n f e r e n c e	Content Standards/Skills	
	Assessments	
	Context/Students	
	Baseline Data	
	Student Growth Goal (Targets)	
	Rationale	
	Strategies	
	Professional Learning and Support	

SLG GOAL 2		
	Content Standards/Skills	
	Assessments	
	Context/Students	
	Baseline Data	
	Student Growth Goal (Targets)	
	Rationale	
	Strategies	
	Professional Learning and Support	
Sign-Off at Initial Collaborative Meeting: Date: _____ Teacher: _____ Principal: _____		
	Professional Growth Goal(s)	
	Strategies	
	Professional Learning and Support	

M i d - Y e a r R e v i e w	Collaborative Mid-Year Goal Review (Probationary)			
	Strategy Modification			
	Teacher Signature:	Date:	Administrator/evaluator Signature:	Date:

Y e a r - E n d G o a l C o n f e r e n c e	End-of-Year Data			
	Reflection on Results			
	Professional Growth Plan Implications			
	Teacher Signature:	Date:	Administrator/Evaluator Signature:	Date:

FORMAL OBSERVATION PRE-OBSERVATION FORM

Teacher:

Observation Made by:

Date & Time of Visit:

Subject or Class:

1. Objective of the Lesson:
2. Common Core or State Standards addressed in this lesson:
3. Instructional Procedures/Activities to be Used:
4. How Student Achievement of Objectives will be Assessed:
5. Specific Areas for Observation:
6. Special consideration for observer:
7. Alternative Activities:

Self-Reflection Tool

At the end of the school year, each educator is asked to reflect on their professional learning, growth, and performance.

Carefully reflect on your Professional Learning and your performance on the Professional Standards.

1. What have you learned or re-learned from the observations and the professional learning activities in which you have taken part this year?
2. Describe a standard in which you have demonstrated substantial competence.
3. Based on the analysis of your performance, what goals will you be focusing on as you move toward with your professional growth, or what new goals do you anticipate including in your professional goals for next year?
4. Describe how you have supported the school's improvement plan.

The Oregon Matrix for Summative Evaluations for Teachers and Administrators

Beginning in the 2014-15 school year, all districts began to use the Oregon Matrix Model for their summative evaluations. In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersect with Student Learning and Growth (SLG) culminating in a Professional Growth Plans (Facilitative, Collegial, Consulting, Directed) and summative performance level. We will continue to use this matrix through the lens of current evaluative practice outlined in this Handbook.

Y-AXIS: Combined Rating on Professional Practice and Professional Responsibilities	LEVEL 4 (Highest)	COLLEGIAL Focus on SLG Goals *SLG INQUIRY due to LOW level of fidelity between measures 3	FACILITATIVE or COLLEGIAL Focus on SLG Goals Determined post inquiry *SLG INQUIRY due to only SOME level of fidelity between measures 3 or 4	FACILITATIVE GOOD level of fidelity between measures 4	FACILITATIVE HIGHEST level of fidelity between measures 4
	LEVEL 3	COLLEGIAL or CONSULTING Focus on SLG Goals Determined post inquiry *SLG INQUIRY due to SOME level of fidelity between measures 2 or 3	COLLEGIAL PLAN GOOD level of fidelity between measures 3	COLLEGIAL HIGHEST level of fidelity between measures 3	COLLEGIAL GOOD level of fidelity between measures 3
	LEVEL 2	CONSULTING GOOD level of fidelity between measures 2	CONSULTING HIGHEST level of fidelity between measures 2	CONSULTING GOOD level of fidelity between measures 2	COLLEGIAL or CONSULTING Determined post inquiry *PP/PR INQUIRY due to only SOME level of fidelity between measures 2 or 3
	LEVEL 1 (Lowest)	DIRECTED HIGHEST level of fidelity between measures 1	DIRECTED GOOD level of fidelity between measures 1	CONSULTING or DIRECTED Determined post inquiry *PP/PR INQUIRY due to only SOME level of fidelity between measures 1 or 2	CONSULTING *PP/PR INQUIRY due to only LOW level of fidelity between measures 2
		LEVEL 1 (Lowest)	LEVEL 2	LEVEL 3	LEVEL 4 (Highest)
X-AXIS: Rating on Student Learning and Growth					

*Ratings in these areas require an inquiry process in order to determine a summative performance level and Professional Growth Plan.

PHILOMATH EVALUATION SCORING GUIDE

How does an evaluator determine level 1-4 on the Y-axis and X-axis of the matrix and a final summative performance level at the end of an educator's evaluation cycle?

I. Y-Axis: Professional Practice and Professional Responsibilities (PP/PR)

First, the evaluator will need to determine the combined performance level for PP/PR based on data from the district's rubric. The evaluator will already have gauged the educator's performance on each standard/performance indicator on the rubric with four performance levels. The evaluator will then:

1. Add up all component scores to get the total points possible;
2. Divide by the number of components (based on the # of components in the rubric);
3. Get a rating between 1 and 4 for PP/PR;
4. Use the following thresholds to determine PP/PR level:
3.6 - 4.0 = 4 PP/PR
2.81-3.59 = 3 PP/PR
1.99 – 2.8 = 2 PP/PR*
< 1.99 = 1 PP/PR

***PP/PR Scoring Rule:** If the educator scores two 1's in any PP/PR component and his/her average score falls between 1.99-2.499, the educator's performance level cannot be rated above a 1.

5. Find the PP/PR performance level (1-4) on the Y-axis of the matrix.

II. X-Axis: Student Learning and Growth (SLG)

After the educator's PP/PR performance level is determined, their Professional Growth Plan and summative performance level is then found by looking at the educator's progress on SLG goals. The level of performance on SLG will be determined by scoring the SLG goals using the Oregon SLG Goal scoring rubric (see page 4). All educators will set two SLG goals annually. Educators on a two-year evaluation cycle will select two of the four goals collaboratively with their evaluator to be included in their summative evaluation.

1. Score the SLG goals using the SLG Scoring Rubric;
2. Get a rating between 1 and 4 for SLG;
3. Use the thresholds below to determine SLG level;
4. Find the SLG performance level (1-4) on the X-Axis of the matrix.

Level 4	Level 3	Level 2	Level 1
You must score: • 4 on both goals	You could score: • 3 on both goals, or • 3 on one goal & 4 on one goal, or • 4 on one goal & 2 on one goal	You could score: • 2 on both goals, or • 2 on one goal & 3 on one goal, or • 3 on one goal & 1 on one goal, or • 4 on one goal & 1 on one goal	You could score: • 1 on both goals, or • 1 on one goal & 2 on one goal

III. Scoring Student Learning and Growth (SLG) Goals

SLG goals are detailed, measurable goals for student academic growth aligned to standards and developed by educators and their supervisors. They are rigorous, yet attainable goals. SLG goals define which students

and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period. SLG goals are growth goals, not achievement goals. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on where the students' performance level is at the start of the course/class. The educator sets two annual SLG goals between which all students in a class or course are included.

The following tools are used to score SLG goals to determine the educator's impact on SLG in the summative evaluation.

SLG Quality Review Checklist

Before SLG goals are used in teacher and administrator evaluations, this checklist should be used in order to approve them. For an SLG goal to be approved, all criteria must be met.

Baseline Data	Yes	No
Is baseline data used to make data-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?		
Student Learning and Growth Goals		
Is the SLG goal written as a "growth" goals vs. "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 standards?		
Is the SLG goal measurable and challenging, yet attainable?		

SLG Scoring Rubric

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and supervisor/evaluator. This rubric applies to both teacher and administrator evaluations.

Level 4 (Highest)	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). 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 yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their 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 might not be rigorous or differentiated (as appropriate) for all students.
Level 1 (Lowest)	This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

IV. Final Summative Performance Level and Professional Growth Plan

Taking the performance levels for professional practice and professional responsibilities (PP/PR) and student learning and growth (SLG) find where the X-Axis intersects with the Y-Axis on the matrix. The PP/PR will then be compared to the SLG to determine the educator's Professional Growth Plan and overall summative performance level. The four types of Professional Growth Plans are defined as follows:

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

Collegial - The educator and evaluator collaboratively develop the educator's Professional Growth Plan/professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Consultative - The evaluator consults with the educator and uses the information gathered to inform the educator's Professional Growth Plan /professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Directed - 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 a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

V. Inquiry Processes

Student Learning and Growth Inquiry Process (SLG Inquiry):

In order to determine an educator's Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:

- Collaboratively examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on classroom, school, school district and state-based tools and practices; etc.
- Collaboratively examine circumstances which may include one or more of the following: Goal setting process including assessment literacy; content and expectations; extent to which standards, curriculum and assessment are aligned; etc.

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

Professional Practice and Professional Responsibility Inquiry Process (PP/PR Inquiry):

To determine an educator's Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:

- Reexamine evidence and artifacts and an outside evaluator (Supervisor, VP, other district administer) may be called in
- Educator has the opportunity to provide additional evidence and/or schedule additional observations with focus on area of need
- Evaluator's supervisor is notified and inter-rater reliability protocols are revisited

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

VI. Aligned Professional Learning

All educators Professional Growth Plans should include aligned professional learning tailored to meet their individual growth needs.

SCHOOL YEAR _____

PROGRAM OF ASSISTANCE FOR IMPROVEMENT

NAME: _____ SCHOOL: _____

ASSIGNMENT: _____

You are being placed on this Program of Assistance for Improvement because of unsatisfactory performance as specified in the deficiencies identified below. This program is designed to help you correct these deficiencies.

Upon successful completion of this Program of Assistance for Improvement, those areas in the program which had been identified as deficient will be monitored for the period of one year. If an acceptable level of performance is maintained, you will be returned to the regular evaluation cycle. Unsuccessful completion of this program may result in non-renewal or dismissal of employment.

I. Description of Deficiency: Cite related standard(s) or job description item(s)

II. Administrator's Expectations: (How things should look after the deficiency has been corrected)

III. Recommended Program to Correct Deficiency:

IV. Criteria Which Will be Used to Measure Correction:

V. Assistance and Resources to be Provided: (if appropriate)

VI. Monitoring Procedures:

VII. Date by Which Program Must be Completed:

This is to certify that this program has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond to any and all issues contained in this program.

Staff Member signature

Date

Administrator signature

Date

Appendix B

Support Materials

Content	Context	Interval of Instruction	Baseline Data	Student Growth Goal Statement	Strategies for Improvement	Professional Growth Goal
<i>What content will the SGG target? To what related standards is the SGG aligned?</i>	<i>Which students will be included in this SGG? Include course, grade level, and number of students.</i>	<i>What is the duration of the course that the SGG will cover?</i>	<i>What information is being used to inform the creation of the SGG and establish the amount of growth that should take place within the time period?</i>	<i>Considering all available data and content requirements, what growth target(s) can students be expected to reach? What assessment(s) will be used to measure student growth for this SGG?</i>	<i>How will I help students attain the SGG? What specific actions will lead to goal attainment? What strategies will the educator incorporate into his/her methodology and professional practice?</i>	<i>Considering both student data and the educator's self-reflection on the Licensed Educator Evaluation Rubric, what would be an aligned professional growth goal that will support my instructional and/or professional improvement?</i>
☐ Specifies how the SGG will address applicable standards from the following: (1) Common Core State Standards, (2) Oregon Content Standards, or (3) curriculum guides/planned course statements. ☐ Represents the big ideas or domains of the content taught during the interval of instruction ☐ Identifies core knowledge and skills students are expected to attain as required by the applicable standards	☐ Includes all students in the class covered by the SGG ☐ Describes the student population and considers any contextual factors that may impact student growth ☐ Does not exclude subgroups of students that may have difficulty meeting growth targets	☐ Matches the length of the course (e.g., quarter, semester, trimester, year)	☐ Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments) ☐ Summarizes the educator's analysis of the baseline data by identifying student strengths and weaknesses	☐ Ensures all students in the course have a growth target ☐ Uses baseline or pretest data to determine appropriate growth ☐ Identifies assessments that will effectively measure course content and reliably measure student learning as intended ☐ Creates tiered targets when appropriate so that all students may demonstrate growth ☐ Sets ambitious yet attainable targets	☐ Specific strategies to assisting students to meet the SGG are included ☐ Specific strategies are listed that will assist the educator in meeting their professional growth goal ☐ The strategies to assist students and the professional growth strategies are aligned	☐ Educator has used his/her self-reflection on the Licensed Educator Evaluation Rubric to determine professional goal ☐ Achievement of the educator's professional growth goal will improve student learning and engagement ☐ Educator includes ways to team with colleagues to successfully achieve his/her goal



GUIDANCE FOR SETTING STUDENT LEARNING AND GROWTH (SLG) GOALS

A Component of the Oregon Framework for Teacher and Administrator Evaluation and Support Systems

Additional Information can be found on the ODE Website:

https://www.oregon.gov/ode/educator-resources/educator_effectiveness/pages/slg.aspx

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