

SILVER FALLS SCHOOL DISTRICT

Professional Growth and Evaluation Handbook

for licensed educators

2017-2018



SILVER FALLS
SCHOOL DISTRICT

Our Mission:

Together...cultivating character & academic growth in each student. Every day.

Silver Falls School District provides a learning environment where the highest priority is excellence in education for every student. In partnership with parents and the community, the district offers a quality education for each student through high expectations for academic achievement, excellent employee performance, and a safe, supportive environment.

Introduction

Key Message:

We will ensure that educator evaluations are evidence based, focused on improving practice, and contribute to a culture of collective inquiry.

Rationale:

Because student success relies on educator effectiveness, it is imperative that we have an agreement on what constitutes good teaching and how teachers get better.

Statement of Philosophy

Silver Falls School District provides a learning environment where the highest priority is excellence in education for every student. In partnership with parents and the community, the district offers a quality education for each student through high expectations for academic achievement, excellent employee performance, and a safe, supportive environment.

With the support of Danielson's framework, educators will be able to achieve this level of excellent employee performance. Charlotte Danielson states, "The framework recognizes the complexity and the importance of teaching; decisions that teachers make in designing and executing instructional plans are far from trivial. These decisions depend on a sophisticated understanding of the content to be learned, the students in one's care, and the nature of learning itself. They require familiarity with the context and sophisticated judgments about the likely consequences of different courses of action. The implications of this professionalism are evident in each of the components of the framework for teaching (p.19)."

Research indicates clearly that the classroom teacher is the greatest influence in a quality educational program. Sound teacher supervision, evaluation and coaching are important tools in the improvement of instruction and student learning. The successful teacher is a life-long learner constantly seeking proficiency in those "best practices" that will create opportunities for growth in every student. The District takes the position that all teachers must grow professionally and improve their skills throughout their careers.

Teacher professional growth relies heavily on the continuous improvement toward clear standards. The Performance Standards of Silver Falls School District embraces a philosophy of continuous improvement. The overall expectations for teacher performance, according to Danielson's Framework, are high and are to be fully demonstrated in instructional and non-instructional settings by each teacher.

The following domains of teaching as developed by Charlotte Danielson (2013) are listed as follows:

- **Planning and Preparation:** Educators' plans are based on extensive content knowledge and understanding of students and are designed to engage students in significant learning. All aspects of the educator's plans include instructional outcomes, learning activities, materials, resources, and assessments-are in complete alignment and are adapted as needed for individual students.
- **Classroom Environment:** The classroom environment functions smoothly, with highly positive personal interactions, high expectations, and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.

- ***Instruction:*** All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The educator persists in the search for approaches to meet the needs of every student.
- ***Professional Responsibilities:*** The educator’s ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities.

The Silver Falls School District Evaluation Program supports the belief that supervision and evaluation are shared processes in which supervisor and teacher set goals for improvement (professional growth) and collaborate in gathering information to verify competence (accountability). This program also supports the belief that administrators, mentor teachers, and instructional coaches serve as support for continued growth and improvement to teachers. This belief relies upon the mutual development of professional relationships especially when cultivating continuous improvement in all teachers.

Guiding Principles

STUDENT LEARNING AND GROWTH

We believe all students will learn and grow. Teachers play a major role in impacting student achievement and influencing character development. The goal is to create life-long learners.

We value:

- Rigorous standards-based instruction and differentiated teaching strategies to meet diverse individual needs
- Data-driven instruction using multiple indicators to measure growth
- Meaningful professional development in content area & instructional strategies
- Teachers who model skills to foster an environment of collaboration, self-advocacy, problem-solving, independent thinking and appropriate interpersonal skills.

COLLABORATION

We believe collaboration improves student achievement, educator effectiveness, and district climate.

Meaningful collaboration:

- Establishes open, honest and positively focused communication to ensure a safe environment
- Maintains shared responsibility and equal voices
- Ensures active participation as a team through a horizontal structure (i.e. PLCs)
- Includes different forms of collaboration (formal vs. informal)
- Allows for clarifying questions and checks for understanding

EFFECTIVE EDUCATOR

We believe that effective educators work collaboratively to improve student growth and achievement.

Effective educators:

- View all decisions through the lens of what's best for students
- Consider the whole child
- Monitor, adjust and evaluate own teaching
- Are willing to learn and grow professionally
- Participate in differentiated professional development and implements best practice in the classroom
- Analyze data to drive instruction
- Engage in mentoring and peer coaching
- Are given ample time and opportunity to learn from and with each other
- Are flexible, adaptable, and evolving
- Value colleague's input, opinions and expertise
- Explore areas of passion

ATTRACT AND RETAIN HIGHLY EFFECTIVE TEACHERS

We believe our students deserve teachers who are passionate and skilled in both the art and science of teaching.

We believe our teachers deserve colleagues who are committed to professional collaboration and continual growth.

We attract teachers to:

- A community that values children & education across a diverse spectrum
- A family culture that infiltrates all levels of collaboration
- A professional environment where individual voices and opinions are valued
- A workplace that promotes a healthy lifestyle & wellness for teachers as individuals

We select and retain teachers through:

- Teacher-driven interviews and selection processes
- Interviews which include teaching simulation with students
- Supervision and evaluation processes that encourage and support growth
- A beginning teacher mentor program
- Administrators who model transparency and are supportive of staff needs

EFFECTIVE EVALUATION

We believe in an evidence-based evaluation system that provides support for educator growth and student achievement through respectful and meaningful collaboration.

Our evaluation system is:

- Realistic
- Based on observable evidence
- Based on trust and honesty
- Collaborative and interpersonal with meaningful dialogue
- Designed to promote growth
- Transparent, consistent and supportive
- A multi-step observation and feedback process
- A dynamic process

CREATIVE COMPENSATION

We believe in a creative compensation model that recognizes educator contributions which impact student achievement.

Creative compensation is:

- Achievable, accessible, and sustainable
- Available through alternate forms of compensation
- Supportive not punitive
- Focused on promoting collegiality
- Fair, equitable, and foster trust

EDUCATIONAL LEADER OPPORTUNITIES

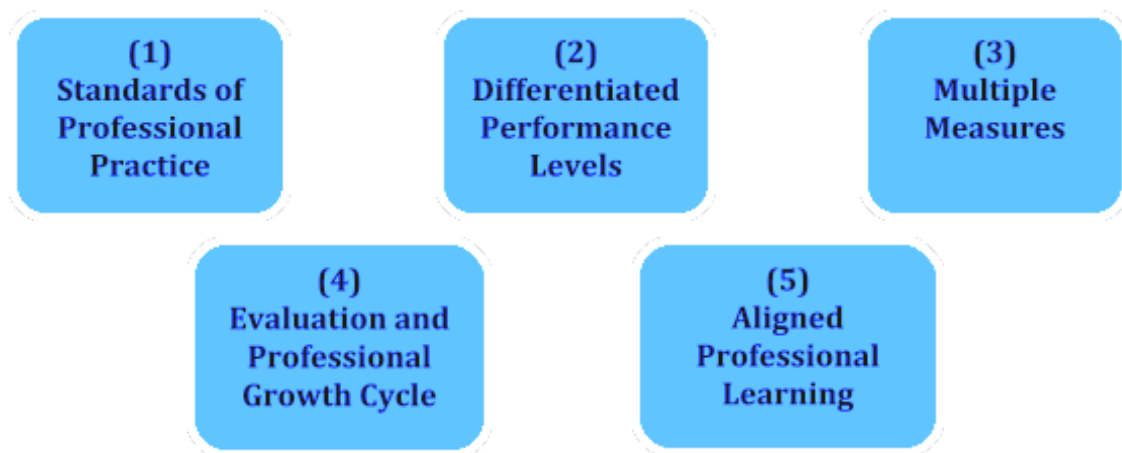
We believe it is essential teachers keep the passion for improving their craft and are able to share their knowledge and learn from the expertise of others.

Teachers will:

- Be stimulated in a collegial, intellectual environment that helps them improve their craft.
- Model high quality instructional practices for their peers to promote local teacher expertise
- Access diverse and multiple leadership opportunities

Required Elements of Educator Evaluation & Support Systems

Teacher and administrator evaluation and support systems in all Oregon school districts must include the following five elements described in the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*:



These five required elements defined below establish the parameters for local evaluation and support systems. The Oregon Framework describes the state criteria for each of these elements. Districts must align their systems to these elements but have local flexibility in their design and implementation. Local systems must meet or exceed the state criteria for evaluation and support systems.

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.** Districts select a rubric to evaluate teacher and administrator performance on the standards of professional practice measured on four performance levels. Each level is defined as follows: Level 1=Unsatisfactory; Level 2 = Basic; Level 3=Proficient; Level 4=Distinguished
3. **Multiple Measures.** Multiple sources of data are used to measure teacher and administrator performance on the standards of professional practice, including evidence from: 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 which 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 evaluation and his/her need for professional growth.

Multiple Measures

A comprehensive evaluation system must include a variety of evidence-based measures to evaluate educator performance and effectiveness, grounded in the standards of professional practice (InTASC and ISLLC). Multiple measures provide a more comprehensive view of the educator's practice and contribution to student growth. Multiple measures provide multiple data sources. Due to the complex nature of teaching, a single measure does not provide sufficient evidence to evaluate performance. When combined, multiple measures provide a body of evidence that informs an educator's evaluation resulting in a more accurate and valid judgment about performance and professional growth needs.

Multiple measures refer to the tools, instruments, protocols, assessments, and processes used to collect evidence on performance and effectiveness.

PROFESSIONAL PRACTICE

This component relies upon evaluator observation and resulting evidence related to Domains 1 through 3 on Danielson's Framework for Teaching. Oregon defines this component as the standards that provide evidence of the quality of planning, delivery of instruction, and assessment of student learning.

Evidence on this component is collected through the following:

- Drop-In or Scheduled Observations
 - Evaluator's observations, documentation of feedback on teacher's instructional practices;
- Examination of Artifacts of Teaching
 - Examples: Lesson plans, curriculum design, scope & sequence, student projects or work
 - See Appendix C for Artifact List

PROFESSIONAL RESPONSIBILITIES

This component relies upon evidence of the educator's progress toward their own professional goals, contributions to school wide goals and the standards in Domain 4 on Danielson's Framework for Teaching.

- Examples: Educator self-reflections and assessment, professional goal setting, student learning and growth goal setting, administrator observations, records of peer collaboration, teamwork, parent/student surveys, meetings, portfolios, building and district level leadership committees.

Peer collaboration is highly encouraged as an effective practice. Peer evaluation of educators may be used in the formative process, but under current Oregon law is not an appropriate measure in summative evaluation.

STUDENT LEARNING & GROWTH

Teachers will establish at least two student learning and growth goals. They will identify strategies and measures that will be used to determine goal attainment. They also specify what evidence will be provided to document progress on each goal.

Student learning and growth is defined by measuring student progress (across two or more points in time) and of proficiency /mastery (at a single point in time) in relation to state or national standards.

- English/Language Arts and Mathematics educators in grades 3 through 8 & 11 must use a Category 1 measure.
- Teachers in non-testable grade level and content areas will select from Category 2.

Table 1

Category	Types of Measures	Guidance
1	<ul style="list-style-type: none"> • Oregon’s state assessments <ul style="list-style-type: none"> ○ SMARTER Balanced (formerly OAKS) ○ Extended Assessments¹ 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used statewide
2	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria²

¹Used by special education teachers who provide instruction in ELA or math for those students who take extended assessments

²ODE will provide state criteria by June 1, 2014

Team (Grade-Level or Curricular Area Goals)

Educators are strongly encouraged to collaborate with their grade-level or curricular area teams on the development of student learning and growth goals. It is possible this team-centered goal setting approach could be accomplished during regularly scheduled PLC meetings. If this goal-setting method is selected – the team will include time to collaborate with the evaluator on the goal(s) before final submission in the TalentEd system.

Student Learning and Growth Goal Setting Process

Educators review baseline data and create goals that measure the learning of all students in a tiered format. A tiered system would include goals for students who are at, above and below grade level proficiency standards. Goals span a school year or complete course of study.

- At a minimum, educators collaborate with their evaluator to establish student learning goals. It is preferred that teachers collaborate to establish student learning and growth goals for their grade levels, departments, or curricular teams.

Teachers will establish at least two student learning and growth goals, then identify strategies and measures that will be used to determine goal attainment. They also specify what evidence will be provided to document progress on each goal:

- (Table 1) Teachers who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments (Category 1) as one measure and will also select one or more additional measures from Category 2 or 3 that provide additional evidence of students’ growth and proficiency/mastery of the standards.
- Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two measures indicated by Table 1 (above), based on what is most appropriate for the curriculum and students they teach.

Teachers complete goal setting in collaboration with their evaluator. During the collaborative planning process, the educator and evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate research-based strategies, quality of evidence and standards addressed. The SMART goal process is used in the development of student growth goals (SMART = Specific; Measurable; Appropriate; Realistic; Time-bound).

- Teachers meet with their evaluator to discuss progress for each goal mid-year and at the end of the year. Goals remain the same throughout the year, but strategies for attaining goals may be revised.
- Teachers, along with their evaluator, reflect on the results and determine implications for future professional growth planning.

In cases where concerns or unsatisfactory performance are identified, the supervisor may specify performance goals (directed goals) designed to help the teacher improve.

Teachers who do not instruct students directly, such as Teachers on Special Assignment (TOSAs), instructional coaches, or mentor teachers, are not required to set SLG goals. However, it is recommended that their evaluation include measures of their impact on school-wide and district-wide goals for student achievement.

It is important to note that all teachers must meet the District Performance Standards and the state standards each year as described in the Oregon Administrative Rules of the Teacher Standards and Practices Commission (Chapter 585, Division 020). These rules give clear definitions and criteria for the competent educator that is to be adhered to by all licensed staff within the State of Oregon.

SLG Quality Review Checklist

This checklist should be used in approving SLG goals. 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 or pre-assessment results?		
Student Learning and Growth Goals		
Is the SLG goal written as a “growth” goal 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, 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?		

Educator Standards of Professional Practice: InTASC Model Core Teaching Standards

The standards of professional practice are the cornerstone of an evaluation system. The InTASC Model Core Teaching Standards are the foundation of Oregon's Evaluation Framework. These professional standards outline what educators should know and be able to do to ensure every student is ready for college, careers and engaged citizens of today's world. These standards help frame a comprehensive definition of effective teaching and educational leadership.

The Silver Falls School District has selected Charlotte Danielson's Framework for Teaching Standards as the basis of our evaluation system. Danielson's Framework aligns to the InTASC Model Core Teaching Standards and provides a research-based model for the standards of teaching excellence. It is our belief that this framework will be used "as a foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching" (2013, Danielson Framework).

Oregon legislation (SB 290) called for the adoption of teaching and administrator standards to be included in all evaluations of educators and administrators in the school district. In December 2011, the State Board of Education adopted the InTASC Model Core Teaching Standards (OAR 581-022-1724) and the associated regulations for district evaluation systems (OAR 581-022-1723).

(A) The Learner and Learning

Standard#1:LearnerDevelopment (Domain 1b. 1c. 1e. & 3e.)

The educator 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:LearningDifferences (Domain 1b.)

The educator 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:LearningEnvironments (Domain 2a. & 3c.)

The educator 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 (Domain 1a. 1e. & 3e.)

The educator 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:Applicationof Content (Domain 3a. 3d. & 3f.)

The educator 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 (Domain 1f. & 3d)

The educator understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Standard#7:Planning for Instruction (Domain 1b. & 1e)

The educator 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:InstructionalStrategies (Domain 3b. & 3c.)

The educator 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:ProfessionalLearningandEthicalPractice (Domain 4a. 4e. & 4f.)

The educator 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:LeadershipandCollaboration (Domain 4c. 4d. & 4f.)

The educator 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.

Differentiated Performance Levels

Educators' performance levels on the standards of professional practice are identified below.

- a. **Unsatisfactory:** Does not meet standards; performs below the expectations for satisfactory performance under an identified standard; requires direct intervention and support to improve practice.
- b. **Basic:** Making sufficient progress toward meeting this standard; meets expectations for satisfactory performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth.
- c. **Proficient:** Consistently meets expectations for satisfactory performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning.
- d. **Distinguished:** Consistently exceeds expectations for satisfactory performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities.

The expectation for performance is that at minimum - educators will perform at the "Basic" level. Any areas where the educator performs at the "Basic" level will be targeted areas for professional goal setting. Any areas marked at the "Unsatisfactory" level will be required areas of focus in Supervisor Directed Goals and or a Program of Assistance for Improvement.

A Program of Assistance for Improvement (PAI) is a written plan for a contract educator that with reasonable specificity. In compliance with ORS342.850, ORS342.895(4)(b), Silver Falls School District board policy GCM/GCN, GCN-AR, and GCNAA, the superintendent or designated evaluator may place any teacher on a program of assistance for

improvement if, in the judgment of the superintendent or designee, a program of assistance for improvement is needed. The PAI serves several purposes:

- Helps educators adapt and improve to meet changing demands.
- Identifies specific deficiencies in the contract educator’s conduct or performance.
- Sets forth corrective steps the contract educator may pursue to overcome or correct the deficiencies.
- Establishes the assessment techniques by which the district will measure and determine whether the educator has sufficiently corrected the deficiencies to meet district standards.

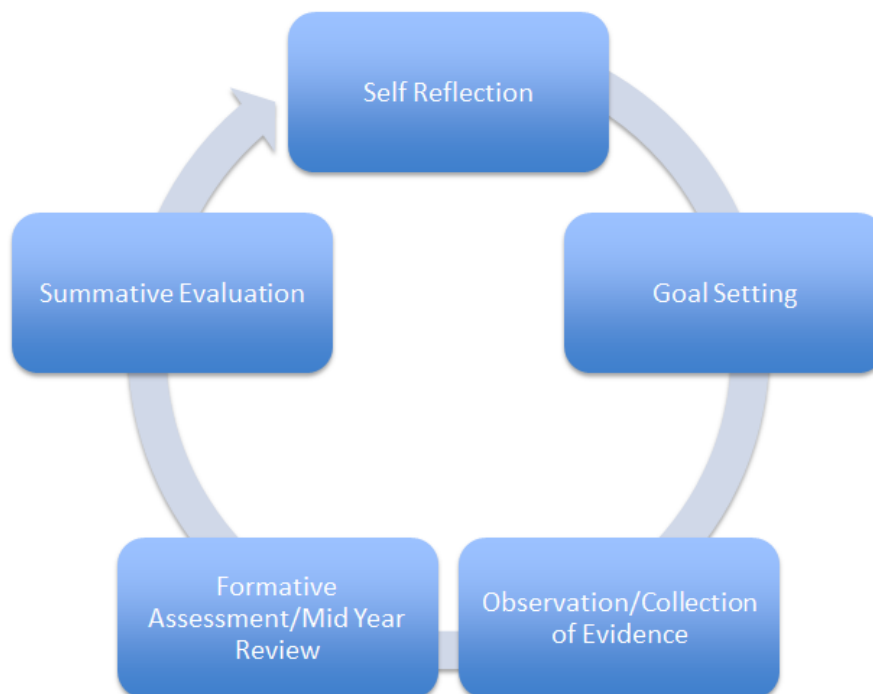
A Program of Assistance for Improvement is developed by the assigned principal in concert with the personnel director and reviewed with the teacher. The purpose of a PAI is to produce outcomes of improvement related to the identified goals. The superintendent or his/her designee (director of personnel) must review it prior to implementation. The PAI must define specific deficiencies, specific actions to be taken by the educator, specific resources and assistance to be provided, appropriate monitoring and assessment of progress, designated timelines, and clear notice that failure to improve to a satisfactory level as designated by the evaluator will result in non-renewal or dismissal.

If continued progress has been made but not all standards are consistently met by the designated timeline, then a new, revised, or extended Program of Assistance for improvement may be written.

A Program of Assistance for Improvement may be extended in order for the educator to demonstrate the ability to sustain consistent performance. The Program of Assistance for Improvement will precede dismissal except where extreme misconduct is the reason for dismissal, or where the progressive discipline process is used to address other misconduct.

Evaluation and Professional Growth Cycle

The teacher’s evaluation is based upon a cycle of continuous professional growth and learning, illustrated below. The cycle is collaborative and provides an ongoing opportunity for relevant feedback and meaningful professional conversations. The focus is on improving educator effectiveness and professional excellence.



A common vision, identified professional standards, and a research based performance rubric (Danielson's Framework for Teaching) provide the foundation for common expectations, shared academic language and understanding. A common language empowers the voice of both the teacher and evaluator.

STEP 1: Self-Reflection & Assessment

Based on standards of professional practice per Danielson's Framework for Teaching, the first step in the evaluation cycle is self-reflection. The educator reflects on and assesses his/her professional practice and analyzes the learning and growth of his/her students in preparation for goal setting.

Self Reflection: To set truly meaningful goals that enhance practice and support professional growth, educators must first engage in self-reflection as part of the process in determining student needs. This step is often left out of cycles of improvement because "there just isn't enough time;" however, the omission of this step often leaves goals without any relevant connection to an educator's day-to-day practice.

The self-reflection process:

- establishes a continuous improvement plan for every educator
- promotes professional growth and continuous learning
- keeps student learning at the core for all instructional, leadership, and professional practice decisions
- builds consistency across the school and district

To be targeted and effective, self-reflection must include:

- analysis of evidence of SLG for students under the educator's responsibility
- assessment of practice against the Danielson Framework for Teaching; and
- proposed goals to pursue to improve practice and SLG

STEP 2: Goal Setting (2 Student Learning & Growth Goals and 1 Professional Growth Goal)

Based on the self-assessment and multiple pieces of baseline data, the educator designs goals aligned with the standards of professional practice that encompass both practice and impact on student learning. The educator sets both a professional growth goal and two student learning and growth goals.

STEP 3: Observation, Collection & Analysis of Evidence

The teacher and evaluator collect evidence using multiple measures regarding student learning and growth, professional practice, and professional responsibilities to inform progress throughout the process of the evaluation cycle.

STUDENT LEARNING AND GROWTH:

The evaluator's assessment of the student learning and growth goals established by the teacher will serve as evidence.

PROFESSIONAL PRACTICE:

Drop-in observations by evaluator (or others) and artifacts of teaching will serve as evidence for evaluation.

PROFESSIONAL RESPONSIBILITIES:

The teacher will reflect on and assess their professional practice and analyze the learning and growth needs of their students in preparation for goal setting. The evaluator will use the self-reflection and assessment on the standards of professional practice to establish professional growth goals.

STEP 4: Mid-Year Student Learning & Growth Goals Review

At the mid-point of the evaluation cycle, the evaluator and teacher review data that represents the progress toward the student learning and growth goals as well as the professional growth goal. This conversation is an opportunity for the teacher and evaluator to not only monitor progress, but make any adjustments to strategies as well as determine professional learning needs.

STEP 5: Summative Evaluation

The summative evaluation is the culmination of multiple drop-in observations, reflections, professional conversations and adjustments as identified. The evaluator assesses the teacher's performance against the standards of professional practice, attainment of student learning and growth goals, and fulfillment of professional growth goal. The summative evaluation is the springboard that leads the teacher into the design of the future Professional Development Plan.

TIMELINES & EXPECTATIONS (2016-17)

Contract Teachers on Year A or Year B

<p>Self-Reflection & Goals Due Oct 20th</p>	<ol style="list-style-type: none"> 1. Self-reflection on Domain 4- Professional Responsibilities. 2. Teacher sets two <i>student growth goals</i> based upon state test data (as appropriate) and other assessments as approved by supervisor. Goals will demonstrate growth, not achievement.
<p>Goals Conferences Due Oct 31st</p>	<ol style="list-style-type: none"> 1. Supervisor conferences with teacher to collaboratively refine goals if necessary and approve in TalentEd. 2. Supervisor and teacher collaboratively review observation and evidence collection plan.
<p>Obs #1: by Jan 13th Obs #2: by May 1st</p>	<p>Classroom observations (minimum of 2 per teacher). Observations will collect data regarding practices during instruction. Data will be collected and sorted according to the Danielson Framework. A teacher may elect to provide additional observation data to their supervisor. Additional observation data may be provided by teacher.</p>
<p>Mid-Year Goals due Jan 20th Conferences due Feb 10th</p>	<ol style="list-style-type: none"> 1. Teacher completes mid-year goal update on <i>student growth goals</i>. Update includes data and narrative in TalentEd. 2. Teacher completes self-assessment Domain 4 with evidence. 2. Evaluator conferences with teacher to collaboratively review self-assessment scores on Danielson Framework and to review data gathered on SLGGs. Teacher may provide additional evidence. Teacher and evaluator discuss strategies for attaining goals.
<p>Year End Goals due June 1st Year End Conferences due June 16th</p>	<p><u>YEAR A Teachers:</u></p> <ol style="list-style-type: none"> 1. Teacher completes end-of-year goal update on <i>student growth goals</i> and enters updated evidence on Domains 1 and 4 in TalentEd. 2. Supervisor conferences with teacher to analyze data and reflect on goals. Teacher may provide additional evidence. 3. Supervisor completes end of year summative evaluation in TalentEd and reviews with teacher at end of year conference. <p><u>YEAR B Teachers:</u></p> <ol style="list-style-type: none"> 1. Teacher completes end-of-year goal update on <i>student growth goals</i> and enters updated evidence on Domains 1 and 4 in TalentEd. 2. Supervisor conferences with teacher to analyze data and reflect on goals.

TIMELINES & EXPECTATIONS (2017-18)

Probationary Teachers

<p>Self-Reflection & Goals Due Oct 20th</p>	<ol style="list-style-type: none"> 1. Teacher completes Domain 4 self-assessment 2. Teacher sets two <i>student growth goals</i> based upon state test data (as appropriate) and other assessments as approved by supervisor. Goals will demonstrate growth, not achievement.
<p>Goals Conferences Due Oct 31st</p>	<ol style="list-style-type: none"> 1. Supervisor conferences with teacher to collaboratively refine goals if necessary and approve in TalentEd. 2. Supervisor and teacher collaboratively design observation plan as part of evaluation.
<p>Obs #1: by Oct 1st Obs #2: by Mar1st</p>	<p>Classroom observations (minimum of 2 per teacher). Observations will collect data regarding practices during instruction. Data will be collected and sorted according to the Danielson Framework. A teacher may elect to provide additional data to their supervisor.</p>
<p>Mid-Year Goals due Jan 20th Conferences due Feb 10th</p>	<ol style="list-style-type: none"> 1. Teacher completes Domain 4 self-assessment with evidence. 2. Teacher completes mid-year goal update on <i>student growth goals</i>. Update includes data and narrative in TalentEd. 2. Evaluator conferences with teacher to collaboratively review self-assessment on Danielson Framework and to review data gathered on SLGGs. Teacher may provide additional evidence. Teacher and evaluator discuss strategies for attaining goals.
<p>March 1st</p>	<ol style="list-style-type: none"> 1. Evaluator makes recommendation to Assistant Superintendent for renewal / non-renewal for all probationary teachers.
<p>Year End Goals Due June 1st Conference due June 16th</p>	<ol style="list-style-type: none"> 1. Teacher completes end-of-year goal update on <i>student growth goals</i> and provides updated evidence on Domains 1 and 4 in TalentEd. 2. Supervisor conferences with teacher to analyze data and reflect on goals. Teacher may provide additional evidence. 3. Supervisor completes end of year summative evaluation in TalentEd and reviews with teacher at year-end conference.

Aligned Professional Learning

The primary focus of the evaluation system is on improving professional practice and student learning. To that end, linking evaluations with high quality professional learning is key. Aligned evaluation systems inform teachers of strengths and weaknesses and provide opportunities to make informed decisions regarding individual professional growth needs. High quality professional learning is sustained, focused and relevant to the teacher's goals and needs. All teachers shall have opportunities for professional growth, not only those whose evaluation ratings do not meet standards.

Multiple pieces of data, including information from the Talent Ed Perform system, will help us to determine what aligned professional learning opportunities are needed across the district. Professional development may occur at the district, building, and individual level.

In an effort to meet the needs identified through our evaluation system, we will rely upon consulting teachers, instructional coaches, teacher leaders, mentor teachers, principals, district and other appropriate specialists to provide targeted support. Professional Learning Communities and Early Release Days are examples of methods the district uses to provide job embedded professional development time and opportunities for targeted support to occur.

Definitions

RESPONSIBILITY — the principal is responsible for the evaluation of all school staff members. This responsibility may be delegated but not abrogated. For example, assistant principals may be assigned some performance evaluation. **The principal is always involved in the performance evaluation of teachers who do not meet performance standards.**

TEACHERS - Teachers and specialists whose employment requires TSPC licensure. Additional teacher definitions can be located in the Collective Bargaining Agreement and school district policy.

- **PROBATIONARY TEACHER** is any licensed teacher hired by the district within the first three years of consecutive employment and works at least 135 consecutive days in any school year. Probationary teachers who exceed performances standards are renewed for up to three years upon which time they become Contract Teachers.
- **FULL YEAR TEMPORARY TEACHER** is any licensed teacher hired to fill a vacancy after the beginning of the school year and works at least 135 days in that school year.
- **CONTRACT TEACHER** means any licensed teacher who has been regularly employed by the district for three consecutive years, works at least 135 consecutive days in any school year and has been retained for the next succeeding school year as defined by ORS 342.805(3).
- **SPECIALIST** means a person who holds a TSPC licensed position whose educational responsibilities are specific to one or more areas. Specialists include school counselors, special education teachers, music teachers, PE teachers, behavioral specialist, media specialists, etc

DISTRICT PERFORMANCE STANDARDS – Objective measures of teacher performance as defined in *InTASC: Model Core Teaching Standards* and refined by the Silver Falls School District Teacher Evaluation Committee.

EVALUATION CYCLE— The evaluation cycle consists of at least two documented observations. These observations are to be at least 15 minutes in length. They can occur in any instructional or non-instructional setting of a teacher and may be documented using an observation tool aligned with the Danielson Framework for Teaching. In addition, the supervisor will meet with the teacher at least three times per year to discuss progress toward goals. Teachers will be asked to complete a mid-year and end-of-the-year summary of their progress toward their goals.

PROGRAM OF ASSISTANCE FOR IMPROVEMENT (PAI) is a program of intensive support for contract status educators.

DISMISSAL procedures are defined in ORS 342.805-.955 Fair Dismissal.

Formal Observation: An observation which includes a pre and post-observation professional conversation between the evaluator and educator.

Drop-In Observation: An observation of the educator that occurs on a drop-in or unscheduled basis.

Summative Evaluation: A tool which assesses the degree to which the educator has met District standards of professional practice over the annual evaluation cycle.

Appendix A: Summary of Danielson's Framework for Teaching

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Content knowledge & pedagogy • Prerequisite relationships <p>1b Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills & knowledge • Interests and cultural heritage <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners <p>1d Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • For classroom & students • To extend content knowledge <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students <p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work <p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals <p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior <p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Non-instructional records • Student progress in learning <p>4c Communicating with Families</p> <ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program <p>4d Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Participation in projects • Involvement professional inquiry • Service to school <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback • Service to the profession <p>4f Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Decision-making • Compliance with school/district rules 	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language <p>3b Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring <p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence

For complete access to the Danielson Framework for Teaching: <http://danielsongroup.org>

Appendix B

Artifacts are indicators of an educator's professional practice. They are not intended to be a portfolio of completed work. They are meant to support an educator's evaluation process and the progress toward his/her goals. Artifacts are not put into the personnel file. They are for dialogue purposes only. Please note that educators are responsible for using artifacts to advocate for themselves. Evaluators should be cognizant of practices/artifacts in an educator's classroom.

The artifacts on the following list are intended as examples. There is no expectation that these specific artifacts be provided to the evaluator. Practitioners may wish to provide evaluators with artifacts that are not on this list. Also, note that some artifacts, although listed in only one domain, may be evidence of practice in others as well.

Domain1-PlanningandPreparation

- Examples of anecdotal records on students
- Examples of modifications of assessments/assignments/lessons for SPED, ELL, Gifted
- Examples of pre/post assessments
- Rubric samples/valuable concepts reflected in lesson plans
- Examples of differentiating assignment/compacting
- Notes on collaboration with grade level teams
- Examples of daily content & language goals/objectives
- Examples of collaboration with other practitioners on shared students
- Written abstracts of research articles for resources and the subsequent incorporation into lesson plans
- Examples of grouping based on pre-tests
- Examples of visual aids
- Examples of educational games to reinforce skills
- Examples of student designed/teacher created rubrics
- Examples of teacher created assessments
- Curriculum maps showing scaffolding and/or aligned with standards
- Differentiated questioning levels to accommodate student abilities
- Pre-planned re-teaching
- Teachers teaching colleagues
- Attend professional development and demonstrate updated lesson plans
- Agenda/minutes of training for assistants

Domain2-ClassroomEnvironment

- CD, electronic presentations
- Classroom observations
- Incentive/reward plans
- Unit bulletin boards
- Seating chart
- Physical layout of room
- Diagram/photographs of room
- Daily or weekly routines, schedules
- Examples of classroom management plan
- Anecdotal records of students sharing
- Notes on behavioral intervention
- Examples of cooperative group activities
- Modeling appropriate classroom behavior
- Examples of work completed checklist
- Examples of positive feedback to and from students (certificates, notes)
- Examples of student self-assessments

- Student work displayed
- Examples of objectives for unit/lesson
- Examples of learning stations
- Content related, relevant artifacts on walls
- Examples of “transition tricks” (music, saying, clapping, lights, etc.) used in class
- Plans for instructional assistants and volunteers
- Individual student schedules
- Student checklist (for routines)
- Examples of time management supports (timers, write on board, lights, etc.)
- Notes on strategies for students
- Documentation of referrals - minor/major
- Examples of Class Meetings

Domain3-Instruction

- Student achievement data
- Classroom observations
- Student work samples
- Units of study
- Video/audio records of student performance
- Extension and enrichment activities
- Modifications/Differentiation samples
- Examples of written feedback
- Copies of quizzes, tests, assignments
- Examples of student projects
- Examples of objectives and goals, clear expectations
- Conferencing notes
- Class meeting notes
- Video taped instruction/interactions with students
- Examples of blogging, podcasting through practitioner’s website
- Examples of syllabus with expectations
- Examples of assignment guides (mini-syllabus)
- Pictures of video of students utilizing a variety of materials/resources (Eno, Elmo, computers, leveled books, math games, etc.)
- Creation of leveled groups based on pre and post assessment

Domain4-ProfessionalResponsibilities

- Observations
- Examples of specific report card comments
- Examples of progress monitoring data and plans changed based on progress
- Examples of attendance, grades, conference forms, report cards, anecdotal records
- Notes/information from committee meetings, professional journals, team meetings/grade level meetings
- Handouts/notations on continued professional development (conferences, workshops, conventions)
- Participation log of activities in professional organizations
- Log of tutorials used for technology or other educational purposes
- Notes from site visits to other institutions
- Notes/meeting log from working collaboratively with colleagues
- Examples of participation in after school activities (ie. Bingo Night) outside the school day
- Examples of interaction/participation in the Silver Falls Education Association
- Noted parent feedback based on teacher/student performance
- Examples of providing extra support to students outside of assigned school hours
- Examples of advocacy - attendance of PTO/PTC, Board meetings, student events, etc.
- Examples of promptness adhering to deadlines, timelines, meeting preparation

Appendix C

TEACHER EVALUATION

ARTICLE 9, COLLECTIVE BARGAINING AGREEMENT

- A. Purpose of Evaluation. The primary purpose of evaluation shall be the improvement of instruction and the measurement of teacher effectiveness. This provision shall not prevent the District from using evaluation for any purpose allowed by law.
- B. Evaluation Instruments. Evaluation instruments shall include those developed by the State Board of Education or the school district in compliance with applicable Oregon law.
- C. Classroom Observation. Class observation may be a major component of teacher evaluation.
- D. Evaluation Handbook. All teachers new to the District will receive a copy of the evaluation handbook as part of the new employee packet. Other teachers may request a copy of the evaluation handbook from the District.
- E. Program of Assistance for Improvement. Probationary and contract teachers who fail to meet District Performance Standards or Oregon Standards of Competent and Ethical Performance may be placed on a program of improvement. A program of assistance for improvement is part of the evaluation and supervision process and is not considered teacher discipline.
 - 1. Prior to a teacher being placed on a Program of Assistance for Improvement (PAI), the teacher's supervisor will give the teacher a warning in writing that the teacher may be placed on a PAI. This warning will include the teacher's areas of deficiency and the District's expectations for the teacher. The teacher will have 20 (twenty) days to improve prior to placement on the PAI.
 - 2. If a teacher is determined by the District to be in need of a Program of Assistance for Improvement, the supervising administrator will notify the teacher in writing of his/her deficiencies prior to developing a written plan of assistance for improvement.
 - 3. The teacher will be afforded the opportunity to contribute to the plan of assistance for improvement. The teacher may be represented by the Association representative of his or her choice throughout the process.
 - 4. When a program of assistance for improvement is completed, the District shall notify the teacher in writing of satisfactory or unsatisfactory completion of the program of assistance for improvement.
- F. Teacher evaluation materials which include observation notes, observation summaries, anecdotal notes, evaluation data, informal and formal evaluation summaries, and any other material collected for the purposes of teacher evaluation are personnel records and/or part of the personnel file and as such are subject to confidentiality under Article 7.