



**SILVER FALLS**  
SCHOOL DISTRICT  
MOVING FORWARD... TOGETHER

**Professional Educator Excellence Roadmap**

**PEER**

**Licensed Employee Handbook**

2018-2019

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

## **District Core Values**

Student engagement resulting in maximum individual growth

Professional Excellence

A culture of integrity, respect and service

## **District Mission Statement**

Together... Cultivating character and academic growth in each student. Every day.

## **District Vision Statement**

Graduating 100% of our students to improve the world.

## **Strategic Goals**

100% of K-12 students will be on track to graduate.

Every student will attend 95% or more school days.

100% of teachers will be proficient or distinguished in the practice of student engagement  
(Danielson Framework for Teaching)

## TABLE OF CONTENTS

Mission Statement .....	2
Acknowledgements.....	4
Rationale & Creative Compensation Vision Statement.....	5
PEER Model Overview.....	6
PEER Salary Schedule.....	7
PEER Transfer Table.....	8
Eligibility and Enrollment.....	9
Units of Growth Rationale .....	11
Units of Growth Overview.....	12
Earning Units of Growth through Professional Learning Projects .....	13
Professional Learning Project and Professional Development Cycle.....	14
Lane One Overview .....	15
Lane One Project.....	17
Lane One Project Components .....	18
Lane Two & Four Requirements.....	19
Lane Four Requirements .....	21
PEER Review Team Roles & Responsibilities.....	22
Expectations & Evaluations for PEER Review Team Members.....	23
Application & Selection of PEER Review Team.....	24
PEER Review Team Work Assignments.....	25
APPENDIX A: PEER Enrollment / Opt-In Assurances Form .....	26
APPENDIX B: Lane Project Proposal .....	27
APPENDIX C: Lane Two – Four Project .....	28
APPENDIX D: Lane Two – Four LEADING Project .....	30
APPENDIX E: Continuing and Advanced PDU's .....	33
APPENDIX F: Danielson Self-Assessment .....	34
APPENDIX G: Professional Learning Plan Proposal Rubric .....	35
APPENDIX H: SFSD Educator Reflection Rubric .....	37
APPENDIX I: <i>SFSD Professional Leading Portfolio Step by Step</i> .....	39
APPENDIX J: SFSD Framework for Leading .....	43
APPENDIX K: Professional Learning & Leading Log .....	45
Works Cited .....	46

## Acknowledgements

The committee would like to acknowledge the Silver Falls School District administrators and teachers for their vision and hard work during this lengthy process. The willingness to think outside the box and bend the set standards of educational leadership provided a catalyst for accomplishment of work.

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We would like to acknowledge the dedication of the Creative Compensation Committee and the Professional Development Team who worked on designing the framework for the PEER Compensation Model.

### **Creative Compensation Committee**

Carly Fuerst	Teacher
Cindy Ziesemer	Instructional Coach
Jean Elliott	Teacher
Jennifer Hannan	Principal
Josh Craig	Teacher
Katie Kantrowitz	Teacher
Linda Myers	Curriculum Director
Marie Traeger	SFEA Association President
Michelle Stadel	Teacher
Tina Howell	Teacher

### **Professional Development Team**

Angi Miller	Teacher
Ashley Crisell	Teacher
Christy Sander	Instructional Coach
Jaira Hill	Instructional Coach
Kirsten Barnes	Teacher
Kirstin Jorgenson	Principal
Kyle Henderson	Teacher
Nancy Miller	Teacher
Linda Myers	Curriculum Director
Marie Traeger	SFEA Association President
Sandra Buchheit	Teacher

## **PEER Model Rationale**

The Silver Falls School District (SFSD) believes that effective teaching is critical for students to reach their full potential. In order to be effective, teachers need an environment of support and opportunity in their pursuit of professional excellence. The Professional Educator Excellence Roadmap (PEER) Compensation Model values work that improves the quality of teachers' instructional practice and the academic growth of students. The SFSD also recognizes that reforms in teacher compensation are worth pursuing as a part of larger efforts to advance our professional practice. The PEER Compensation Model is the result of collaborative work by teachers, district and building administrators, and school board members.

Traditional salary schedules limit salary advancement to years of experience and graduate credits earned. Although SFSD values both experience and education, neither necessarily improves teacher practice. A meaningful compensation system must create real incentives for all teachers to improve along a well-defined continuum of professional growth. It must recognize the complexity of teaching and be based on a shared understanding of what effective teaching is and what it looks like in a variety of settings. This new system must encourage every teacher to embrace accountability for broadly defined student learning and personal growth, school-wide improvement, and the development of professional excellence. The SFSD believes that the PEER Compensation Model provides increased opportunities for professional advancement while maintaining the fair, predictable, and sustainable nature of the traditional salary schedule.

## **Creative Compensation Vision Statement**

*The Silver Falls School District PEER Compensation Model promotes the pursuit of individual and collective professional excellence.*

*This model upholds the district core values of integrity, respect, service, and maximum student growth.*

*Because we believe that consistent pursuit of professional excellence directly supports these core values, the district offers educators opportunities to increase their salaries.*

## **PEER Model Overview**

In the PEER Compensation Model, compensation and career advancement are based on evidence of instructional proficiency, application of meaningful professional learning, and effective use of student growth data to drive instruction. All teachers, regardless of what stage they are in their careers, have the opportunity to be a part of the PEER compensation model.

Structurally, the PEER Compensation Model allows teachers to advance on the salary schedule by earning committee-approved and -reviewed Units of Growth, as well as successfully completed years of teaching. Teachers fall in one of four lanes, the first of which is intended for early-career teachers. In this lane, teachers in their first and second years participate in the SFSD Teacher Mentor Program and complete a Professional Learning Project. The district recognizes successful completion of the Teacher Mentor Program as a pivotal component of a teacher's career and one that should be recognized as an important aspect of the PEER Compensation Model.

Lane 1 teachers in their third year and above will only need to complete the Lane One Project. Once teachers in Lane 1 complete these requirement(s), they are eligible to advance to Lane 2.

Lanes 2 and 3 consist of 10 steps each. Teachers gain one step per year up to 10 years. Teachers may earn Units of Growth. In order for teachers to move over a lane, they must complete 36 Units of Growth over the course of, at a minimum, 4 years.

In Lane 4, later-career teachers will continue their pursuit of professional excellence by earning 6 Units of Growth in order to gain each step. Teachers may gain two steps if 12 Units of Growth are earned in one year.

LICENSED - PEER PROGRAM SALARY  
GUIDE: 2018/19

	LANE 1	LANE 2	LANE 3	LANE 4
[Year 1]	\$40,529	\$48,247	\$57,216	\$65,559
[Year 2]	\$41,780	\$49,499	\$58,259	\$66,603
[Year 3]	\$43,032	\$50,750	\$59,302	\$67,645
[Year 4]	\$44,283	\$52,002	\$60,345	\$68,689
[Year 5]	\$45,535	\$53,253	\$61,388	\$69,731
[Year 6]	\$46,786	\$54,505	\$62,431	\$70,775
[Year 7]	\$48,038	\$55,756	\$63,474	\$71,817
[Year 8]		\$57,008	\$64,517	\$72,861
[Year 9]		\$58,259	\$65,559	\$73,903
[Year 10]		\$59,511	\$66,603	\$74,947

Initial placement on the PEER Salary Schedule is directly connected to current placement on the traditional Silver Falls Salary Schedule. Newly hired licensed employees enrolling in PEER will be placed on the traditional Silver Falls Salary Schedule based upon years of experience and graduate credits and then transferred immediately to the PEER Salary Schedule.

**All placements on the PEER Salary Schedule are determined by the PEER Transfer Table on page 8.**

## 2018-2019 PEER Transfer Table

**All placements on the PEER Salary Schedule are determined by the PEER Transfer Table.**

The Human Resources Department will identify current placement on the traditional salary schedule below, based upon years of experience and graduate credits. The colored number to the right of salary placement corresponds to the colored lane and step number on the PEER salary schedule on page 7.

				BA60		BA90		BA120	
STEP	BA		BA30	MA		MA24		MA45/PHD	
0	37,351	1-1	39,382	40,531	1-2	40,531	1-2	40,531	1-2
1	38,648	1-1	40,878	41,989	1-3	41,989	1-3	41,989	1-3
2	39,944	1-1	43,219	43,454	1-4	43,454	1-4	43,454	1-4
3	41,239	1-2	43,829	44,917	1-5	46,759	1-6	47,892	1-7
4	42,534	1-3	45,363	46,377	1-6	48,334	2-2	49,467	2-2
5	43,828	1-4	46,859	47,838	1-7	49,908	2-3	51,042	2-4
6	45,122	1-5	48,352	49,302	2-2	51,483	2-4	52,619	2-5
7	46,417	1-6	49,849	50,763	2-3	53,060	2-5	54,194	2-6
8	47,712	1-7	51,342	52,226	2-4	54,632	2-7	55,767	2-8
9	49,007	2-2	52,840	53,687	2-5	56,212	2-8	57,344	2-9
10	50,302	2-3	54,332	55,148	2-6	57,784	2-9	58,918	2-10
11			55,830	56,608	2-8	59,362	2-10	60,494	3-5
12			57,325	58,073	2-9	60,937	3-5	62,071	3-6
13			58,820	59,531	2-10	62,511	3-7	63,646	3-8
14			60,315	60,993	3-4	64,087	3-8	65,221	3-9
15				62,458	3-5	65,660	3-10	66,796	4-3
16				63,919	3-7	67,233	4-3	68,369	4-4
17				65,380	3-8	68,810	4-5	69,945	4-6
18					3-9	70,384	4-6	71,520	4-7



## **PEER Compensation Model Eligibility & Enrollment**

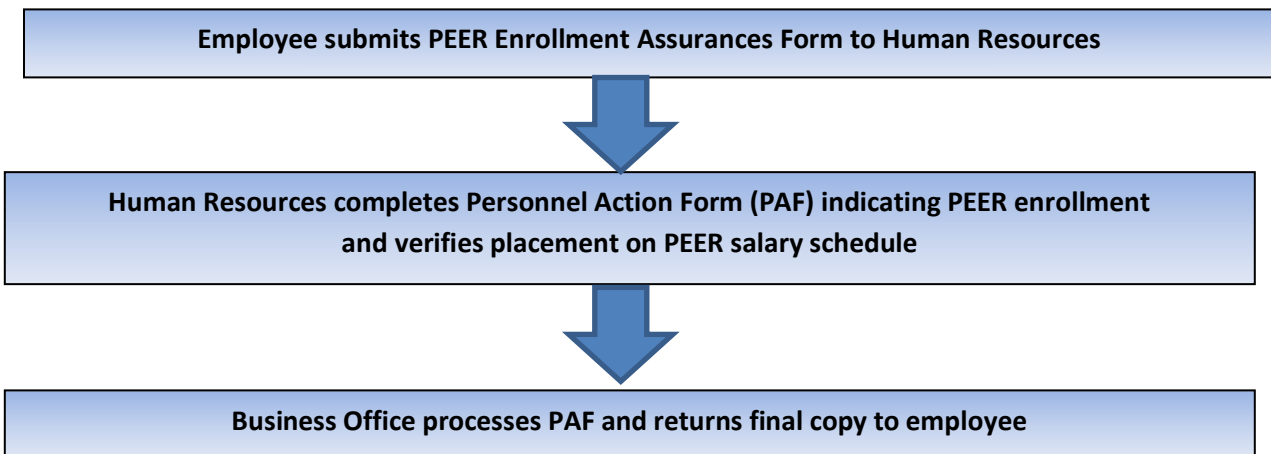
Any SFSD teacher can opt into the PEER Compensation Model during the “Open Enrollment” period sanctioned by the SFSD Human Resources Department and Business Office.

Open Enrollment will be advertised to licensed employees in a timely manner and will allow adequate time for decision making prior to the start of each school year. The HR Department and Business Office will be available during Open Enrollment for licensed employees’ questions.

Licensed employees electing to participate in the PEER compensation model will submit a PEER Enrollment Assurances form to the Human Resources Department before August 3, 2018. (Appendix A)

## **Open Enrollment Timeline & Process ~ August 2018**

<b>June 1-August 3</b>	<b>OPEN ENROLLMENT PERIOD</b>	<b>Human Resources</b>
Q & A sessions at the district office will be scheduled and facilitated by the HR Department during the open enrollment period.		



All licensed employees hired after the August 3rd open enrollment period will be granted the opportunity to enroll in PEER before September 1<sup>st</sup>. Employees hired after September 1<sup>st</sup> will be required to wait until the next Open Enrollment period to opt-in to PEER.

## **Additional Enrollment Provisions & Requirements**

### **FOR THE 2016-17 SCHOOL YEAR ONLY:**

*Licensed employees will have a one-time opportunity to elect to leave the PEER compensation model and return to the traditional Silver Falls salary schedule. This opportunity will only be extended to employees who opt-in to PEER compensation during its first year of implementation (2016-17). This one-time opportunity to elect to return to the traditional SFSD pay scale will only be available to employees between June 1 and August 4, 2017.*

*Employees electing to leave the PEER compensation system must notify the HR Director between June 1 and August 1, 2017 at which time HR will schedule a meeting with the employee to review placement on the traditional pay scale.*

*Employees who elect to return to the traditional “steps and lanes” pay scale will be placed at the first step & lane where the employee does not lose money. However, if that placement reflects a step & lane that represents more years of experience or more graduate credits than the employee has actually earned, then the employee will remain “frozen” in that step and lane until such time that his/her years of experience or graduate credits catch up.*

### **PROVISIONS FOR ALL OTHER ENROLLMENT YEARS:**

Licensed employees who elect to opt-in to the PEER compensation model will remain in the PEER system for the remainder of their tenure as a Silver Falls School District employee, or until such time as the PEER compensation system is no longer in place.

## Units of Growth Rationale

One of the goals of the Silver Falls School District is to encourage professional learning that leads to effective teaching practices, supportive leadership, and improved student results. Research suggests that, among school-related factors, teachers are the most important ingredient to improving student learning (Stronge & Hindman, 2003). When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership (Teachers matter, 2015).

The PEER model promotes improving the ongoing practice of teaching and learning over the course of a teacher’s career. Research shows that in order to impact student learning, professional development must first enhance teacher knowledge and skills, then create improved classroom teaching, which raises student achievement (Standards for professional learning, 2015). Besides improving student learning, professional development can potentially serve a variety of purposes such as remediating weaknesses in the skills and knowledge of incoming teachers, keeping teachers up to date on emerging developments in the field, or addressing the needs of such specific student populations as English-language-learners or special education students (Hightower et al., 2011).

Improving teaching and learning in the SFSD will build the knowledge and skills of educators. Learning Forward, a professional association devoted exclusively to supporting those who work in educator professional development, developed the Standards for Professional Learning and leads the field in understanding what links professional learning to improved student achievement. The SFSD has adopted Learning Forward’s categories of professional development to assist teachers as they narrow their professional development focus.

### ***Learning Forward’s Standards for Professional Learning Categories: ADVANCED PDUs***

	<b>Professional learning that increases educator effectiveness and results for all students...</b>
<b>Data</b>	Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
<b>Implementation</b>	Applies research on change and sustains support for implementation of professional learning for long term change.
<b>Leadership</b>	Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
<b>Learning Communities</b>	Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
<b>Learning Designs</b>	Integrates theories, research, and models of human learning to achieve its intended outcomes.
<b>Outcomes</b>	Aligns its outcomes with educator performance and student curriculum standards.
<b>Resources</b>	Requires prioritizing, monitoring, and coordinating resources for educator learning.

(Standards for professional learning, 2015).

## **Units of Growth Overview**

### **Unit(s) of Growth**

A Unit of Growth (UG) is equal to approximately 30 hours of professional learning connected to a specific plan with the goal of enhancing teaching and learning. These hours may include but are not limited to instruction, presentation, teacher leadership, or study.

### **Use of Units of Growth**

Employees use Units of Growth to move lanes on the PEER Salary Schedule. The Units of Growth earned are predetermined in each teacher's individual PEER Plan (Appendix D). PEER Plans form the framework for individuals to earn Units of Growth.

### **Danielson Units of Growth**

An employee will earn three Units of Growth annually for successfully completing their supervision and evaluation cycle on the Danielson Framework. Any Units of Growth awarded in connection with the evaluation cycle may be used at the discretion of the employee.

### **TSPC & Advanced PDUs**

TSPC has recently included Advanced PDUs as an opportunity to seek a Professional License at renewal. Advanced PDUs can be included in a PEER plan as a regular component of professional learning and can be earned in conjunction with Units of Growth. (Teacher Standards and Practices Commission: Division 255 Professional Development. 2016, Sep 25 Retrieved from: [http://www.oregon.gov/tspc/Pages/Jan\\_Rules/Division\\_255.aspx](http://www.oregon.gov/tspc/Pages/Jan_Rules/Division_255.aspx)).

*See **Appendix C** for details on Advanced PDUs.*

## **Earning Units of Growth through Lane One - Four Projects**

The following list is intended to suggest areas one might explore to earn Units of Growth.

The list is **NOT** exhaustive.

### **Professional LEARNING opportunities:**

- National Board Certification
- Completion of **approved** project:
  - Action Research
  - Book Study
  - College Course
  - Development of Common Formative Assessments
  - Instructional Technology applications
  - Pacing Guides or Instructional Plans
  - Standard Based Rubric Design
  - Supplemental Materials Resourcing
  - Unit Design and Standards Alignment

### **Professional LEADING opportunities: These individuals will complete a PLP related to the position.**

- Learning Lab Facilitator
- Leading an in-district course
- Professional Development Team
- Student Travel Leadership
- Teacher Cadre
- Peer Review Team
- Professional Development Trainer

## Lane One - Four Projects

The Lane Project's identifies a specific course of action and desired outcomes that an educator will pursue in their cycle of professional development. PLP proposals are submitted to the PEER Review Team for pre-approval prior to the start of any professional learning project (Appendix D). The PEER Review Team will screen Lane Projects for rigor and will assign a range of Units of Growth to be awarded upon successful completion of the project. The PEER Review Team will analyze based upon the Professional Development Cycle.

### **Lane Projects and Units of Growth**

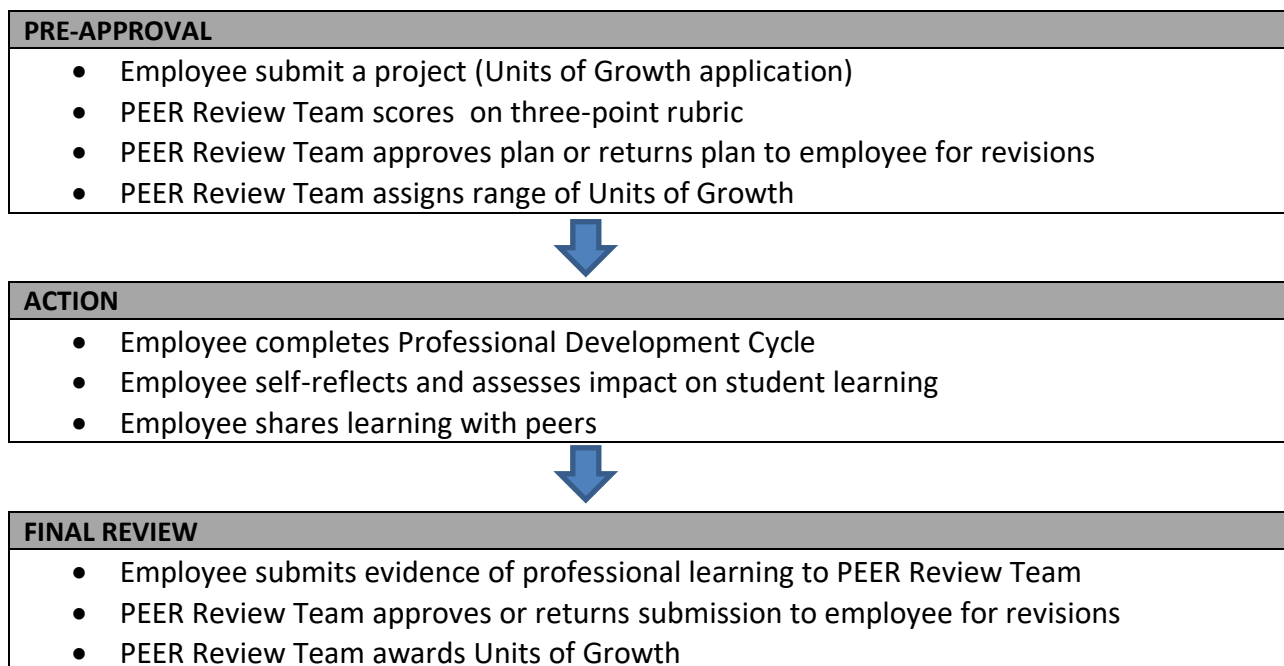
PLPs are intended to provide employees with the flexibility and ownership to design individualized professional learning to maximize improvement in their professional practice. However, the table below provides a beginning framework for the kinds of activities that may be appropriate to include in a PLP and the potential Units of Growth to be earned.

### **Scoring project Applications**

The PEER Review Team will pre-approve projects scoring on a three-point rubric (Appendix E).

### **Process & Timeline for Projects**

The PEER Review Team will screen all projects during open submission windows, scheduled approximately 6 times per school year. Schedules will be released to all licensed employees at the beginning of each school year, as determined by the PEER Review Team.



## **Lane One overview**

Licensed employees in **Lane One** are typically early in their career. After initial placement on the PEER salary schedule, employees will earn one step each year, unless they have been placed on a Plan of Assistance.

Upon successful completion of the Lane One Project, employees will move to Lane Two with placement at the first step in Lane Two where the employee is granted a raise.

All licensed employees in Year One or Two of teaching experience will participate in the SFSD Mentor Program. The Teacher Mentor Program is a commitment to high quality individualized professional growth for every teacher. Major objectives include improving and refining teaching practices and student learning based on the knowledge and implementation of the Danielson Framework.

### **Mentor Requirements for the beginning teacher.**

- Participate fully in the SFSD Mentor Program requirements.
- Meet with the district mentor face-to-face on a regularly agreed upon basis, minimum of three times a month, and participate in collaborative reflective conversations.
- Participate in observation and feedback sessions with the mentor, a minimum of two times a month.
- Attend a monthly professional development mentor program seminars.
- Develop a personal growth plan in collaboration with mentor.
- Write two student learning goals, analyze student progress and plan interventions with the support of the mentor.
- Participate in formative assessments throughout the year to guide growth as a professional educator.
- Complete local and state program surveys as required.

### **CHECK LIST for individuals on Step One and Step Two of the PEER Model.**

The following requirements must be completed EACH YEAR to advance to Lane Two of the PEER Model.

#### **Talent Ed:**

- Goals planning and review - 2 Student Learning/Growth Goals (SLGGs)
- 1 Professional Growth Goal - TalentEd

**Danielson Framework:**

- Danielson Training
- Take part in one Learning Lab per year
- With mentor, take part in 2 analyses of student work per year

**ENVoY**

- Attend 8 hour ENVoY seminar
- Enroll in accompanying WOU graduate course for ENVoY (district pays tuition)
- One filmed observation using ENVoY strategy
- One page evaluation, reflection and post professional discussion

**Portfolio**

- Completion of collection of evidence related to professional growth goals and student learning goals.

**Portfolio includes:**

- Three examples of lesson plans and post lesson reflections.
- Two examples of analysis of student work
- Individual growth plan including mid-year review and end-of-the year reflection
- A minimum of two videotaped lessons and reflective conferences with district mentor.
- Complete all ODE/Mentor/District surveys
- Participate in a minimum of 25 observation feedback cycles
- Two video conversations included

**Mentor Seminars**

- Attend a monthly professional development seminars provided through the mentor program.
- Attend and participate in one to one meetings with the district mentor – two times a month

## **Educators in Lane One ~ Steps 3 -7**

**MUST Complete Lane One Project to advance to Lane 2**

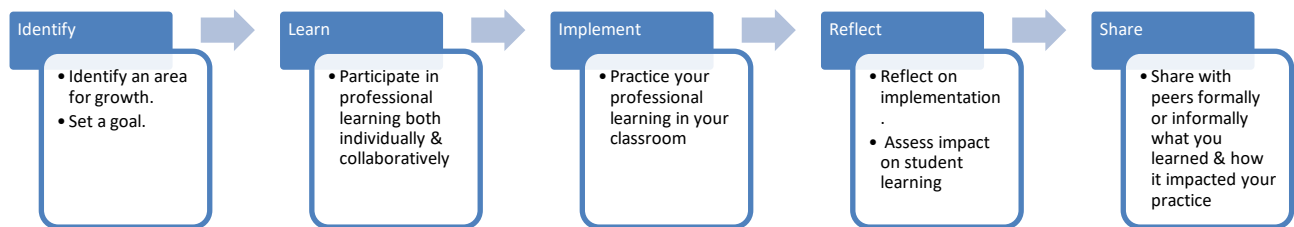


## Lane One Project

### Rationale

Professional Learning Projects include “a set of purposeful, planned actions and the support system necessary to achieve the identified goals. Effective professional learning [projects] are ongoing, coherent, and linked to student achievement” (Killion, 2008).

### Lane ONE Professional Learning Project will follow the Professional Development Cycle:



### Process & Timeline

Employees must submit their proposal for a Lane Project to the PEER Review Team during one of the submission windows during a school year. Lane Projects can be designed for completion in one year, or may require multiple years. Timelines for completion are at the discretion of the employee. Upon completion of all project requirements, the PEER Review team will complete the final review process and will notify both the employee and the Human Resources Department for appropriate placement into Lane Two.

Upon successful completion of the Lane Project, employees will move to Lane Two with placement at the first step in Lane Two where the employee is granted a raise. If a Project is completed mid-year, movement to Lane Two will occur at the beginning of the next fiscal school year.

## **LANE ONE Project Components:**

*For detailed instructions see Appendix E*

*Lane One Project proposal see Appendix B*

- Requires proposal submission and approval from the PEER Review Team.
- Requires Self-Assessment on Danielson Framework on Talent Ed
- Requires significant learning (30+ hours per Unit of Growth) on a project related to the improvement of teaching and learning.
- Time Log including detailed description of work completed
- Requires implementation of your project / learning in your classroom with reflection on teaching and learning.
- Four video submissions with reflection
- Requires sharing what you've learned with colleagues, PLCs, presentations, and/or courses, etc.
- Requires formal presentation to the PEER Review team in April

***The Lane One Project could include:***

- *Unit Design and Standards Alignment*
- *Assessment Design (Formative or Summative Assessments)*
- *Standards Based Rubric Design*
- *Pacing Guides or Instructional Plans*
- *Supplemental Materials Resourcing*
- *Instructional Technology applications*
- *Other ideas as identified by you and your PLC*

## **Lane Two - Four Requirements**

### **Steps in Lanes Two & Three**

After initial placement on the PEER salary schedule, employees will earn one step each year until step 10, unless. In order to move over one lane, an educator must earn 36 Units of Growth and have been in the lane a minimum of four years. Exceptions include teachers being placed on steps eight(18), nine(12) and ten(6).

### **Proposal for Units of Growth**

Employees in lanes two - four will earn Units of Growth by submitting a Lane Two - Four proposal and/or by earning Danielson Units of Growth. Lane Two – Four Project (Appendix B) are submitted to the PEER Review Team for pre-approval prior to the start of any project. The PEER Review Team will screen PLPs for rigor and will assign a range of Units of Growth to be awarded upon successful completion of the Plan. (See p.21 for possible project topics)

### **Danielson Units of Growth**

An employee may earn three Units of Growth annually for their summative evaluation on the Danielson Framework. Any Units of Growth awarded in connection with a summative evaluation may be used at the discretion of the employee.

## **Lane Two - Four Project Proposal:**

Individuals in Lane Two - Four may complete a Lane Project (See Appendix C) or a Lane *LEADING* Project (See Appendix I). The following are ideas for these projects, but are not an exhaustive list.

### **Lane Two – Four Project opportunities: See Appendix B**

- Action Research (New Learning Rubric)
- College Course (New Learning Proposal)
- National Board Certification (New Learning Proposal and Rubric)
- Completion of **approved** project using the Lane One Learning Project
  - Book Study
  - Development of Common Formative Assessments
  - Instructional Technology applications
  - Pacing Guides or Instructional Plans
  - Standard Based Rubric Design
  - Supplemental Materials Resourcing
  - Unit Design and Standards Alignment

### **Lane Two – Four LEADING project opportunities: See Appendix D**

- Learning Lab Facilitator
- Leading an in-district course
- Professional Development Trainer
- Student Travel Leadership
- Teacher Cadre
- Peer Review Team
- Action Research (New Learning Rubric)
- National Board Certification (New Learning Proposal and Rubric)

## **Lane Four Requirements**

### **Steps in Lane Four**

Because Lane Four is the final lane in the PEER salary schedule, employees do not automatically earn a step annually. In Lane Four, later-career teachers will continue the pursuit of professional excellence by earning six Units of Growth in order to gain each step. Employees may gain two steps if 12 Units of Growth are earned in one year. No more than two steps advancement will be granted in one year. Units of Growth may be “banked” to roll forward from one year to the next.

### **Units of Growth**

Employees in lane four will earn Units of Growth by submitting Lane proposals and/or by earning Danielson Units of Growth. Lane Proposals (Appendix B) are submitted to the PEER Review Team for pre-approval prior to the start of any professional learning. The PEER Review Team will screen for rigor and will assign a range of Units of Growth to be awarded upon successful completion of the project.

An employee may earn three Units of Growth annually for their summative evaluation on the Danielson Framework. Any Units of Growth awarded in connection with a summative evaluation may be used at the discretion of the employee.

## **PEER Review Team Roles & Responsibilities**

### **PEER Review Team Responsibilities**

There are set policies and procedures to earn Units of Growth in the Silver Falls School District, along with timelines and deadlines for each stage of the process. Employees who opt-in to the PEER Compensation Model should familiarize themselves with these procedures. Serving on the Peer Review Team is a large responsibility. The process, therefore, cannot be taken lightly, and peer reviewers must be diligent about their adherence to all procedures, follow all criteria carefully, and conduct themselves in a professional, equitable way with integrity.

### **PEER Review Team Membership**

The Silver Falls School District PEER Review Team will consist of approximately 5 members. The Director of Teaching and Learning or designee will be a permanent member of the team. Similarly, one licensed employee will serve as Chair of the PEER Review Team. The additional three members of the team will be licensed classroom teachers with, when possible, equal representation from elementary, middle school and high school. Teachers representing specific grade levels or disciplines may be invited to join the PEER Review Team on a short-term basis to provide expertise in reviewing content-specific PEER proposals and plans.

### **PEER Review Team Roles**

Peer review means bringing judgment based on experience and knowledge to the evaluation process—from setting the standards, to conducting the evaluation, to making final decisions. In all evaluation processes, judgment, reason, and the documentation of evidence contribute to effective peer review. PEER Review Team members must display professionalism in their role at all times, demonstrating honesty and integrity in the work.

Peer reviewers may serve in a single role or may hold multiple roles simultaneously. Further, they may be invited to serve as speakers, trainers, and mentors for the PEER program or as members of PEER task forces and advisory teams. The Peer Review Team may also work with representatives of the public who are experts in their field in its decision-making groups and may work with one-time peer reviewers who are content experts but are not regular members of the Peer Review Team.

### **Challenges of Peer Review**

It is never easy to receive a negative review, or to deliver one for that matter. Policies, procedures, and practices are clearly spelled out and adhered to in order to avoid inconsistency, inequity, or an unfair evaluation. The peer review process is a strenuous exercise that when used properly has the potential to offer constructive feedback and encourage improvement to those being reviewed.

## **Expectations & Evaluation for PEER Review Team Members**

### **PEER reviewers are expected**

- To attend Peer Review Team training, as required
- To understand, abide by, and be able to apply the principles, policies, processes, and criteria for Units of Growth and additional guidelines and other relevant materials
- To recognize the time and commitment necessary to serve as a peer reviewer and to accept and follow through on team assignments and visit invitations
- To maintain a generalist rather than a subject-area or specialist role
- To prepare comprehensively and well so as to be informed and knowledgeable about the Unit of Growth Projects assigned
- To communicate with other peer reviewers as appropriate to prepare for, conduct, and provide a record of the evaluation or event
- To participate fully as peer reviewers, carrying out the roles as assigned by the team chair
- To make fair and objective judgments using relevant information when evaluating Units of Growth
- To provide consultation that effectively advances the work of the teacher and contributes to ongoing improvement
- To conduct themselves as professionals throughout the process, demonstrating respect for the committee, the teacher, the administrative staff, and the people associated with it
- To protect confidentiality

### **Evaluation of PEER Review Team Members**

As part of its continuous improvement processes, the Office of Teaching and Learning will evaluate the overall effectiveness of the PEER Review Team process and the performance of individual Review Team members. The evaluation responses are in improving the SFSD education and training programs, and in evaluating the general effectiveness of the Review Team processes.

## **Application and Selection of PEER Review Team Members**

Members of the Peer Review Team (PRT) must be licensed, full-time employees who are in Lane 2 or above of the PEER model, or if PRT members remain in the traditional pay scale, they must have at least four years of experience in the district. PRT members are in charge of approving and determining the Units of Growth that individuals can earn for their PEER Plan, and later, for reviewing and approving the completed plan.

### **Terms of Service**

PEER Review Team membership is typically one term with the possibility for renewal depending on the committee's needs. Committee configuration is determined annually to ensure committee membership that is broadly representative of the district. If no applications are received during a particular year, a member's term may be extended for an additional year.

### **Application Process for the PEER Review Team**

Application to the PEER Review Team is open annually in the spring and open until filled. Prospective members may apply by submitting the PEER Review Team Application (Appendix F). The SFSD and the PRT recruits prospective members; it accepts nominations for prospective members; and it accepts applications from people who want to serve as a member. Disciplinary, geographic, age and gender balances are taken into consideration in determining the final composition of the PRT.

### **Eligibility/Conflict of Interest**

PEER Review Team members may not write a letter of reference for a prospective member with an application being reviewed by the committee on which they serve until the academic year following completion of service or resignation from the committee.



## **PEER Review Team Work Assignments**

The PEER Review Team is assigned to participate in six (6) review cycles over the course of the year. Every effort will be made to keep reviews to a minimum and to ensure that reviews do not occur at the traditionally busiest times of the academic year. The Chair of the PEER Review Team will be responsible for scheduling meetings of the PRT.

The PRT will oversee the submission process for proposals in PEER Plans or Professional Learning Projects, and may be asked to assist individuals with their applications. The group will have seasons of busyness; it is anticipated that the time between Spring Break and the end of the school year as well as the early weeks of the contract in the fall would be the busiest time with the actual screening and decision making process taking place.

Members of the PEER Review Team will assist the employee once the PEER Plan or Professional Learning Project proposal has been approved and assigned the specific numbers of Units of Growth for completion of the project. Members of the PRT will be assigned employees that they will follow up with during their course of study. At the completion of a PEER Plan or Professional Learning Project, the PRT may recruit local experts in their field/content, etc. to participate in final review.

The PEER Review Team Chair will work to coordinate training for the team, application reviews, interviews, follow-ups, follow up with documentation for completed Units of Growth projects, and cumulative learning sharing. The PEER Review Team Chair is a three year term. Individuals must serve on the PEER Review Team before serving as Chair with special exception for year one. Individuals may apply to become the PEER Review Chair and the Human Resources Director will select this position.

## Appendix A

612 SCHLADOR STREET · SILVERTON, OR 97381 · PHONE: (503) 873-5303 · FAX: (503) 873-2936

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### 2018-2019 PEER Enrollment Assurances (must be submitted to HR by 4pm August 3, 2018)

Name: \_\_\_\_\_ School: \_\_\_\_\_

Assignment: \_\_\_\_\_ Date: \_\_\_\_\_

**RETURNING EMPLOYEES:** Only return form if you are opting in. If you wish to remain in the same compensation model as the 2017-2018 school year, there is no need to return this form.

Please initial each statement below:

\_\_\_\_\_ I understand that enrollment in the PEER compensation system is completely optional. I understand that my placement on the PEER compensation schedule will be determined by my placement on the traditional Silver Falls pay scale as described in the PEER Teacher Handbook.

\_\_\_\_\_ I am opting into the PEER compensation system and understand my salary will be determined by my placement on the traditional Silver Falls Pay Scale. I understand by opting into the system, I will be required to remain in the PEER compensation system for the remainder of my tenure as a Silver Falls employee, or until such time as the PEER compensation system is no longer in place.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Signature

\_\_\_\_\_  
Date

## Appendix B

Lane One Project			
Name:	School:		
Assignment:			
Date Submitted for Preapproval:	Anticipated Date of Completion:		
Teacher Signature:	Administrator Signature:		
<p>Project Title _____</p> <p>Grade level and content focus: _____</p> <p>What is the projected outcome? How will this project improve your teaching and student learning:</p> <p>_____</p> <p>_____</p> <p>_____</p>			
<p><b>REQUIRED COMPONENTS FOR PROJECT:</b></p> <ul style="list-style-type: none"> <li>Complete self-assessment on Danielson Framework</li> <li>Using the Swivl: Record four separate lessons and include <i>Self-Reflection Template</i> per lesson.</li> <li>Using the Swivl: Observe two fellow educator lessons and include <i>Professional Conversation Template</i> per lesson.</li> <li>Complete a <i>Hourly Log Template</i></li> <li>Complete <i>Sharing Plan Template</i></li> <li>Formal presentation to PEER Review Team</li> </ul>			
<p><b>PROPOSAL FOR UNITS OF GROWTH:</b> This section to be completed during the pre-approval process</p>			
<p><b>Circle the Professional Learning Category(s) Focus</b> (see descriptions in PEER Handbook, p.15)</p>			
Data	Implementation	Leadership	
Learning Community	Learning Design	Outcomes	Resources

## Appendix C

### Lane Two – Four Project

Name:	School:
Assignment:	
Date Submitted for Preapproval:	Anticipated Date of Completion:
Teacher Signature:	Administrator Signature:

Project Title: \_\_\_\_\_

Grade level and content focus: \_\_\_\_\_

What is the projected outcome? How will this project improve your teaching and student learning:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How many Units of Growth do you want to earn for this project: \_\_\_\_\_

**REQUIRED COMPONENTS:**

- Complete self-assessment on Danielson Framework
- Evidence of project:  
Chose one of the following:
  1. \*Using the Swivl: Record two separate videos and include *Self-Reflection Template* per lesson.
  2. \*Portfolio of evidence
  3. Other approved by PEER Review Team
- Complete *Hourly Log Template*
- \*Complete *Sharing Plan Template*
- \*Complete *Summative Reflection Template*
- Formal presentation to PEER Review Team

*\*must score three or above on rubric(s) to fulfill required component.*

**Circle the Professional Learning Category(s) Focus** (see descriptions in PEER Handbook, p.15)

Data	Implementation	Leadership	
Learning Community	Learning Design	Outcomes	Resources

**FOR OFFICE USE ONLY:**

**Date reviewed by PEER Review Team:** \_\_\_\_\_

Status:   **Approved**                    **Not Approved**                    # of UNITS OF GROWTH AWARDED: \_\_\_\_\_

Signature: \_\_\_\_\_

**PEER TEAM: SUBMIT APPROVED PROFESSIONAL LEARNING PROJECT TEMPLATE TO HR FOR PROCESSING**

## Appendix D

### Lane Two – Four *LEADING* Project

Name:	School:
Assignment:	
Date Submitted for Preapproval:	Anticipated Date of Completion:
Teacher Signature:	Administrator Signature:

Leadership Role: \_\_\_\_\_

What is the projected outcome? How will this project improve teaching and learning:

---



---



---

How many Units of Growth do you want to earn for this project: \_\_\_\_\_

**REQUIRED COMPONENTS:**

- Complete self-assessment on Danielson Framework
- Evidence of Leadership:  
Chose one of the following:
  1. \*Portfolio of evidence
  2. \*Using the Swivl: Record two separate videos and include *Self-Reflection Template* per lesson.
  3. Other approved by PEER Review Team
- Complete *Hourly Log Template*
- \*Complete *Summative Reflection Template*
- \*Include *Supervisor Evaluation Template*
- Formal presentation to PEER Review Team

*\*must score three or above on rubric(s) to fulfill required component.*

**Circle the Professional Learning Category(s) Focus** (see descriptions in PEER Handbook, p.15)

Data	Implementation	Leadership	
Learning Community	Learning Design	Outcomes	Resources

Please complete the remaining sections upon completion of the PEER Plan.

#### Checklist for Final Submission after Project Completion

Date submitted for final review:

Teacher Signature:

FOR OFFICE USE ONLY:

Date reviewed by PEER Review Team: \_\_\_\_\_

Status:    **Approved**                      **Not Approved**                      # of UNITS OF GROWTH AWARDED: \_\_\_\_\_

Signature: \_\_\_\_\_

**PEER TEAM: SUBMIT APPROVED PROFESSIONAL LEARNING PROJECT TEMPLATE TO HR FOR PROCESSING**

## APPENDIX E

### CONTINUING & ADVANCED PDUs

Effective July 1, 2016, TSPC has changed the requirements for license renewal. All licensed teachers in Oregon will renew their teaching license as either a Preliminary License or a Professional Teaching License.

It is the individual employee's responsibility to track and monitor PDUs for license renewal.

*As a point of clarification, TSPC verifies employee work experience using a PEER Form (Professional Educator Experience Report). This is different from the district's PEER plan (Professional Educator Excellence Roadmap).*

Continuing PDUs are required for renewal of a Preliminary License. A preliminary license requires 25 PDUs per year of license. Continuing PDUs can be earned by completing college courses, attending workshops & conferences, and participating in other learning activities intended to increase the effectiveness as an educator. Continuing PDUs must fall within one of the seven categories: Standards for Professional Learning. (<https://learningforward.org/standards-for-professional-learning#.V5Y9iNlrLIX>)

Continuing PDUs are **not the same** as Units of Growth and/or Advanced PDUs. However, professional learning activities earning Units of Growth may be linked to standards found in Advanced PDUs which can be used for licensure when moving from a preliminary to a professional teaching license. Employees should work with the Chair of the PEER Review Team and the HR Director to align these activities and document completion for license renewal.

Advanced PDUs are required for application of a Professional Teaching license. Advanced PDUs may be earned concurrently with Units of Growth. PEER Plan submissions for earning Units of Growth may serve as a framework for earning Advanced PDUs.

It is the individual employee's responsibility to track and monitor PDUs for license renewal.

*The following FAQ is copied directly from the Oregon TSPC Website (July 25, 2016).*

**Q. What is the difference between continuing PDUs and advanced PDUs?**

A. Continuing PDUs are for renewal of the same license. Advanced PDUs are one way to move (advance) from the Preliminary to Professional Teaching license. Advanced PDUs are specifically tailored to meet the performance goals of the novice teacher.

**Q. Is a teacher required to complete advanced PDUs?**

A. No. The Advanced PDU program is one program option to move to the Professional Teaching License. A teacher may also choose to complete a master's degree, a doctorate, advanced licensure, endorsement, specialization or national certification program. The Advanced PDU program is the only program that a district or public school participates in and verifies.



**Q. When can a teacher earn advanced PDUs?**

A. A teacher must earn advanced PDUs while they hold a Preliminary Teaching License or the former Initial I Teaching License.

**Q. Is completing an advanced program the only requirement to move from the Preliminary to Professional Teaching License?**

A. No. A teacher must also complete four full years of teaching experience.

**Q. Are advanced PDUs used only for teaching licenses?**

A. Yes. Advanced PDUs are currently only used for advancing from the Preliminary to Professional Teaching License. They are not used for personnel, CTE, or administrative licenses at this time.

**Q. Are there different advanced PDU requirements for teachers who earned a bachelor's in teacher preparation vs. a master's?**

A. No. Both bachelor's and master's prepared teachers have the same requirements to move from the Preliminary Teaching License to the Professional Teaching License.

**Q. Who can sign (verify) the Advanced Professional Development Completion form (APD form)?**

A. Only the superintendent or designee may sign the form certifying the applicant's completion of their advanced professional development program. The designee may be any district administrator who has enough knowledge about the candidate's advanced professional program to verify their completion. (For example, HR Directors, Directors of Professional Development, Principals, Vice-Principals, etc.) The candidate may not sign their APD form. It must be someone who can verify the successful completion of the Advanced PDU program.

TSPC - 584-255-0010

*Teacher Standards and Practices Commission: Professional Development Requirements Continuing and PDUs. (2016, Sep 22). Retrieved from: <https://www.oregon.gov/tspc/Pages/PDUs-Continuing.aspx>.*



**APPENDIX G:**

**Professional Learning Plan Proposal Rubric**

*Units of Growth Application Rubric*

	<b>Evidence of Need</b>	<b>Content</b>	<b>Use of Assessment</b>	<b>Reflection</b>	<b>Evaluation and Feedback</b>	<b>Collaboration</b>	<b>Enhanced Media</b>	<b>Sharing</b>	<b>Integration of PD</b>	<b>Capacity of Applicant</b>
<b>0 points - Poor</b>	The evidence of need for the Units of Growth Proposal is not based on factual evidence or meaningful data and does not clearly identify a focus of study.	The proposal does not align with core curricular content areas found in the SFSD and with PLC development	The proposal does not include an assessment component for participants to demonstrate new knowledge	No plan exists for personal reflection	No plan exists to gather and use evaluation and feedback results to modify or update the learning process	The proposal is entirely self-paced and does not provide opportunity for collaboration and/or human interaction	The proposal does not make use of media resources available to the learner and is primarily a text-based solution	The proposal's sharing method for Units of Growth utilizes a single-mode approach and is entirely report based	The proposal is a stand-alone experience and is not part of a long-term strategy for professional development	The proposal does not demonstrate the applicant's content knowledge, design expertise and implementation capacity to develop and deliver the proposed outcome
<b>1 point - Emerging</b>	The Units of Growth Proposal is based on limited use of data that reflects an identified need to be explored.	The proposal partially aligns with core curricular content areas found in the SFSD and with PLC development. The pedagogy is somewhat related to specific content.	The proposal includes some use of assessment tools/processes for participants to demonstrate new knowledge or proficiencies.	Proposal includes some aspects of reflection but lacks purpose behind the use of reflection.	Limited plan exists to gather and use evaluation and feedback results to modify or update the PD content and process, including limited plans to collect and analyze evidence.	The proposal includes vague reference to collaborating with others (supporting, coaching, mentoring, interaction through PLCs), but is not specific	The proposal uses some enhanced media, including audio and video files, images, graphics, artifacts, electronic and print resources, and other primary sources to address different types of learning	The proposal's sharing method includes at least one blended approach to share learning. This may include PLC sharing specifically that is pre-scheduled.	The proposal is designed to be part of a more comprehensive professional development plan.	The proposal demonstrates the applicant's purpose behind the study and shows potential capacity to implement the plan but it is still developing and will require additional partnerships or learning to help move forward

	Evidence of Need	Content	Use of Assessment	Reflection	Evaluation and Feedback	Collaboration	Enhanced Media	Sharing	Integration of PD	Capacity of Applicant
<b>2 points - Proficient</b>	The Units of Growth Proposal is based on a demonstrated data-driven or identified need with a target audience or purpose.	The proposal is fully aligned with the core curricular content areas found in the SFSD and with PLCS development. The pedagogy is clearly related to specific content.	The proposal includes extensive use of diverse assessment tools and/or processes for participants to demonstrate new knowledge or proficiencies.	Proposal includes active, purposeful reflection that spurs the teacher to make changes, refine ideas, and/or share learning with other individuals.	The proposal includes a comprehensive plan to gather and use evaluation and feedback to modify, grow, and/or learn from the process	The proposal includes strong plans for collaboration with peers and includes multiple aspects of working with others that may extend past the duration of this proposal.	The proposal includes extensive use of multiple forms of media and resources that will assist the teacher as they move forward with their form of study	The proposals sharing method is specific but leaves room for the individual to alter after completing their learning. The teacher is looking to specifically share their learning at the completion of the process	The proposal is formally embedded in a long-term comprehensive PD strategy and could include progressive expectations for educators	The proposal clearly demonstrates the applicant's purpose behind the study and shows the individual capable of completing the proposal.

*Adapted from the Michigan Virtual University 2003*

1 Unit of Growth = 30 hours.

Hours proposed:

Potential Units of Growth:

## SFSD Educator Reflection Rubric

**Using the Danielson Rubric: How would you score yourself in Domain Two? Include a reflection on your teaching, evidence connected to your reflection and what you took away from the reflection.**

### **Domain 2: Classroom Environment**

2a: Creating an Environment of Respect and Rapport

- a. Teacher interaction with Students
- b. Student interaction with students

2b: Establishing a Culture for Learning

- a. Importance of the content
- b. Expectations for Learning and Achievement
- c. Student Pride in Work

2c: Managing Classroom Procedures

- a. Instructional Groups
- b. Transitions
- c. Materials and Supplies
- d. Non-instructional Duties
- e. Supervision of Volunteers and Paraprofessionals

2d: Managing Student Behavior

- a. Expectations
- b. Monitoring of Student Behavior
- c. Response to Student Misbehavior

2e: Organizing Physical Space

- a. Safety and Accessibility
- b. Arrangement of Furniture and Physical Resources

### **Evidence**

### **Take away....**

**Using the Danielson Rubric: How would you score yourself in Domain Three? Include a reflection on your teaching, evidence connected to your reflection and what you took away from the reflection.**

**Domain 3 Instruction**

**Evidence**

3a: Communicating with Students

- a. Expectation for Learning
- b. Directions and Procedures for Activities
- c. Explanations of Content
- d. Use of Oral and Written Language

3b: Using Questioning and Discussion Techniques

- a. Quality of Questions/Prompts
- b. Discussion Techniques
- c. Student Participations

3c: Engaging Students in Learning

- a. Activities and Assignments
- b. Grouping of Students
- c. Instructional Materials and Resources
- d. Structure and Pacing

3d: Using Assessments in Instructions

- a. Assessment criteria
- b. Monitoring of Student Learning
- c. Feedback to Students
- d. Student Self-Assessment and Monitoring of Progress

3e: Demonstrating Flexibility and Responsiveness

- a. Lesson Adjustment
- b. Response to Students

**Take away...**

## APPENDIX I: PROFESSIONAL LEADING PORTFOLIO STEP-BY-STEP

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### Professional Leading Portfolio Step-by-Step

Are you an Educator in a leadership position? Do you serve on committees or teams that are working to improving teaching and learning in the SFSD? Do you have a plan that could change the way your team works? Or a plan to investigate and solve an identify gap in SFSD curriculum or teaching practices? The Professional Leading Portfolio is not about telling people what to do, but is instead about learning and working collaboratively to improve teaching and learning. Effective Professional Leading Portfolios are ongoing, coherent, and are linked to teacher and student achievement.

#### Professional Leading Portfolio

Your Professional Leading Portfolio is based on your leadership role in the SFSD. The portfolio is a collection of evidence that shares your leadership journey, discoveries, teamwork, and assessment of your assigned role or inquiry. The portfolios should include:

#### Step One: Danielson Self-Assessment

Complete the self-assessment on Danielson Framework (including all 22 components) in Talent Ed (See Appendix ). Based on data obtained from your self-assessment, identify **two** areas of growth in Domains one and/or four.

#### Step Two: Create a Digital Professional Leading Portfolio

Using your Google Drive, download the shared portfolio folder to your drive. The folder includes documents connected to your Leader position. You can select another way to categorize the information; the PEER Review Team recommends cloud based storage with backups kept on a flash drive.

#### Step Three: Expectation Reflection

What is your expectation in this position, role, inquiry, etc.? What are you doing or solving? Why did you choose the Portfolio project? How will you assist educators to improve their craft? What do you want to accomplish?

#### Step Four: Professional Leading Journal

Keep track of your time and work that is being completed. Journal should include detailed information of work completed and be connect to work being completed with requirements for the leadership position. The journal is an account of what you have done and what has occurred and includes a brief summary and the purpose of what you are doing.

#### Step Five: Video-tape

Tape two situations using your school's Swivl when you are in your leader position doing the work

you are pursuing (minimum 10 minutes of footage each). This could be a Triad meeting, Professional Conversation, instruction/sharing with a group, etc. When you have completed your recording, watch the video and then complete a two page self-reflection on each video.

### **Step 6: Video Reflection**

The purpose of the videos is to provide an authentic and complete view of your leadership. The Peer Review Team is not able to see you as you do your work; therefore, a video recording is the only illustration of

- how you interact with colleagues and/or students and how they interact with you and with each other.
- the climate you create.
- the ways in which you engage educators and/or students in learning.

Immediately after you have completed your recording (before you watch the video) think about how the recording time went. Then watch your video and reflect on your experience

- any particular challenges
- the goal of the conversation/meeting, etc.
- your opinion about the overall success of the lesson
  - Were the learning goals met? How do you know? (Cite evidence)
- a description of any materials used in the video
- What would you do differently, if anything, if you were to do this again? Why?
- What did you learn?

### ***Video upload***

Two videos uploaded to <https://vimeo.com/> Each video includes a brief descriptor of Domain and component of focus.

Email password: [pdteam@silverfalls.k12.or.us](mailto:pdteam@silverfalls.k12.or.us)

Password: sfsdpeer

### **Step 7: Survey participants/recipients**

Design your own assessment rubric for participants to evaluate your effectiveness. Have the participants/recipients complete the survey. Then reflect on what you learned from the survey. What surprised you? Did they identify the same things that you have identified?

### **Step 8: Evidence of sharing.**

How are you going to share the information that you learned, the work that you completed? Grade level PLC, team, workshop, course, or share in another way? Formal or Informal?

### **Step 9: Summative reflection of your leading experience**

Complete a two or more pages reflective summary of your completed work. As you complete your reflection, think about your entire portfolio:

- What is the evidence that you improved teaching and learning in the SFSD?



- Are there important aspects of the work that you did that may not be captured in your portfolio?
- How has your Professional Leading Portfolio had a positive impact on student and/or teacher learning? What evidence do you have to support your claim?
- How has your Professional Leading Portfolio had a positive impact on you as a professional? What evidence do you have to support your claim?
- Have problems been solved? Have new gaps emerged?
- What did you learn?
- What is my next step in regards to leading?

### **Step 10: Electronic Submission**

Educators will have a folder shared with them by the PEER Review Team when their proposal is approved. The folder will include all of the needed forms for the project; Educators are encouraged to fill out their required paperwork as they complete their project. All forms and projects must be typed; notes from colleagues may be handwritten but must be submitted as PDFs. Format for materials should use a 12 point Arial or Calibri font and should have one inch margins.

The following should be submitted in your Professional Leading Portfolio:

- Portfolio including documents connected to your Leader position.
- Danielson Self-Assessment
- Expectation Reflection
- Professional Leading Journal
- Video-tape two situations when you are in your leader position(minimum 10 minutes of footage each)
- Two page self-reflection on each video
- Survey from participants/recipients
- Reflection based on the survey information that you collected
- Evidence of sharing.
- Summative reflection of your leading experience (At least 2 pages)
- Schedule formal presentation to PEER Review Team

### **Step 10: Formal presentation to PEER Review Team**

The PEER Review Team will contact you to schedule a meeting in February to go over the formal presentations. You will complete your formal presentation in April or May. If you have a preference, please identify that need.

### **Ethics and Collaboration**

You may collaborate with colleagues and have discussions about your work; and have them help

you record, watch, and analyze the recordings. The written or videotaped commentary you submit must feature teaching that you did and work that you oversaw. If you work as a member of a team of teachers, you have an opportunity to collaborate with other members of the team who are going through the assessment. However, all of the work you submit as part of your response to this entry must be yours and yours alone.

## APPENDIX J:

## SFSD Framework for Leading

<b>Components</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
Contributes to Team Meeting	Helps the team move forward by articulating the merits of alternative ideas or proposals	Offers alternative solutions or courses of action that build on the ideas of others	Offers new suggestions to advance the work of the group	Shares ideas but does not advance the work of the group
Openness to other Ideas	Listens to others = ideas without interrupting; responds positively to ideas even if rejecting; asks questions about the ideas	Listens to others = ideas without interrupting; responds positively to the ideas even if rejected	Sometimes listens to others = ideas without interrupting; generally responds to the ideas	Interrupts others= articulation of their ideas; makes deprecatory comments and/or gestures
Leadership	Seeks opportunities to lead; in leading is attentive to each member of the team, articulates outcomes for each session and each project, keeps team on schedule, foregrounds collaboration and integration of individual efforts	Is willing to lead; in leading is attentive to each member of the team, articulates general direction for each session and each project, attempts to keep team on schedule	Will take lead if group insists; not good at being attentive to each member of the team, sometimes articulates direction for sessions, has some trouble keeping team on schedule	May volunteer to lead but does not follow through; misses team sessions, does not address outcomes or direction for sessions or projects, team members become anarchical
Response to Conflict	If conflict is present, the Leader addresses conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness	If conflict is present, the Leader identifies and acknowledges conflict and stays engaged with it	If conflict is present, the Leader redirects focus toward common ground, toward task at hand (away from conflict)	If conflict is present, the Leader passively accepts alternate viewpoints/ideas/opinions
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project	Completes all assigned tasks by deadline; work accomplished advances the project	Completes all assigned tasks by deadline

Components	Distinguished	Proficient	Basic	Unsatisfactory
Provides relevant and timely feedback to teachers	<p>Leader integrates multiple types of evidence, including teacher's self--assessments, to provide timely and consistent feedback to teachers regarding their professional growth.</p> <p>Leader works with teachers to use the feedback to update professional learning goals and/or develop new goals to support ongoing improvement</p>	Leader provides timely and consistent feedback to teachers based on clearly communicated goals for professional growth	Teachers are aware of their learning goals, but feedback to teachers is minimal and inconsistent	<p>There is little or no feedback given to teachers regarding their professional growth</p> <p>Teachers do not appear to be aware of their professional learning goals and do not engage in self--assessment</p>
Provides responsive professional support	Leader solicits input from key stakeholders to ensure the professional support is appropriate and responsive to the existing and emerging interests and needs of teachers. Services are adapted as needed to ensure responsiveness	Leader provides responsive services by adapting and adjusting plans for services as teacher needs and interests change	Leader sometimes modifies plans/approaches in response to teacher requests or evident needs	Leader offers a rigid approach to professional support that is followed regardless of impact or appropriateness
Demonstrates professionalism by adhering to the highest standards of integrity and confidentiality	<p>Leader is well regarded as someone who consistently displays the highest standards of honesty, integrity, and confidentiality, challenging negativity and promoting high standards of professionalism throughout the school</p> <p>Teachers seek out and trust this Leader</p>	<p>Leader frames all professional interactions with high standards of professional honesty, integrity, and confidentiality.</p> <p>Teachers trust this Leader</p>	<p>Leader is inconsistent in honoring both confidentiality and professional integrity</p> <p>Teachers have low levels of trust in this Leader</p>	<p>Leader violates teachers' confidentiality and acts with low levels of integrity</p> <p>Teachers do not trust this Leader</p>



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