



PROFESSIONAL GROWTH AND PERFORMANCE EVALUATION MANUAL

Revised August 2017

Human Resources
Medford School District, 549C
815 S. Oakdale Avenue
Medford, OR 97501

TABLE OF CONTENTS

Resource	Manual Page Number
TeachBoost Explanation and Resources	3 - 4
What is new in 2017 - 2018	5
Frequently Asked Questions (FAQs)	6
Timelines Probationary	7
Contract	8
Year-at-a-Glance for Certified	9
Growth Model Flowcharts Probationary	10
Contract	11
The Rubric Basics	12
Teacher Professional Growth and Performance Evaluation Rubric -- full version	13 - 18
For Specialists: Minimum Performance Evaluation Standards	19
Goals Professional Practice Goal (PPG) and Professional Responsibility Goal (PRG) Basics	20
Student Learning Goals (SLGs) Basics	21-24

TeachBoost Explanation and Resources

TeachBoost is the “digital file cabinet” for all the professional growth and performance evaluation process forms and materials.

To access TeachBoost, go to <https://teachboost.com/> Your login should be the same as the previous year (k12.or.us email and password of your choice).

If you’re new or don’t remember your username/password, you can use the “reset password” or Live Chat features on the TeachBoost homepage.

Essential materials are included in this manual. The essentials plus more resources are available in the **TeachBoost library**.

- General Information
 - Frequently Asked Questions (FAQs)
 - Professional growth and performance [committee members past and present](#)
 - [Philosophy of educator evaluation](#)
 - Timeline with system parts and deadlines for probationary and for contract
 - Professional growth and performance process year-at-a-glance for [certified](#) and for admin
 - Growth model flowchart for probationary and for contract
 - [Glossary of terms](#)
- Rubric resources
 - [Professional growth and performance rubric -- full version](#)
 - [Professional growth and performance rubric -- short version](#)
 - Specialists
 - I’m a specialist. Which rubric(s) or addendum do I use?
 - Specialist rubrics
 - [List of possible rubric artifacts](#)
- Goal resources
 - SLG explanation and examples
 - [PPG possible goal activities](#)
 - [ODE SLG scoring guide](#)
- Beginning of the Year form, conference, and resources
 - See [Professional Growth and Evaluation Resources](#) (Accessible at District Website)
- Mini-observation (SOTEL) form and resources
 - [SOTEL Explanation](#)
 - Step-by-step directions for completing form and conference
 - [Possible discussion prompts for debriefing observation](#)

- Formal observation form and resources
 - Step-by-step directions for completing form and conference
 - [Lesson plan template](#)
 - [Pre-observation template](#)
 - [Post-observation template](#)
 - [Possible discussion prompts for debriefing observation](#)

- Mid-Year form and resources
 - See [Professional Growth and Evaluation Resources](#) (Accessible at District Website)
 - [Mid-Year Recommendation form for probationary teachers](#)
 - [Possible discussion prompts for mid-year conference](#)

- End of Year form and resources
 - See [Professional Growth and Evaluation Resources](#) (Accessible at District Website)
 - Step-by-step directions for completing form and debrief (Formal or Informal)
 - [End of Year Summary template for HR -- includes ODE matrix and explanation](#)

- More info and resources
 - [Evaluation system development history](#)
 - [Crosswalk of Medford and INTASC standards](#)
 - [References](#)

What is new in 2017 - 2018

Your evaluation team has worked hard to be responsive to the feedback we received from the Spring 2017 survey. We have worked in summer committee work to respond and continual work to improve the system and instructional practice. Here are some changes for the 2017-2018 year:

ESSA

ODE is still deciding how ESSA will roll out to the state. What we do know is that ESSA will allow more flexibility, more control is being given back to the state, and state assessments are not required for SLG's.

PPG (NEW)

This year will combine the Professional goals into one professional practice goal. You will no longer be required to complete a PPG and a PRG. You are demonstrating responsibility by improving your practice.

Changes to forms for 2017 (NEW)

In response to feedback, we have streamlined and scaled back forms in Teachboost. Teachboost is a digital storage of forms, the evaluation committee adjusts the forms each summer in response to feedback and observations. While we understand that some things feel lengthy, we want to continue to focus on coaching and discussion between staff and supervisors. Below are a few highlights of the changes:

The self reflection is no longer a stand alone form and is incorporated into the cycles for less clicking and navigation.

The letter (A) has been added to the teacher rubric to indicate possible artifacts needed.

Artifacts can be referenced (where to find them) and you will not necessarily need to upload them or bring them to your end of year conference unless your administrator asks you to bring them.

Many of the narrative boxes that prompted you to "explain" have been removed and you will see some instructions asking you to list a few items or select by clicking a bubble.

End of year Off Cycle Summary (NEW)

A new form has been created to help streamline the End of the Year Summary Off Cycle in your informal year. This form is formatted like a mid year form to help check in and help you keep current and reflective on your goals for this cycle.

Frequently Asked Questions (FAQs)

Q: Who are the professional growth and performance evaluation committee members? Who can I ask for help with all of this?

A: 2017-2018 members are Shelby Moffitt, Bridget McMillen, Erin Beard, Linda White, Kevin Campbell, Susan Lightle, Jeanne Grazioli, Barb Low, Kristi Anderson, Jessica Hamlin, Peggy Stock, and Terri Dahl

Q: Why does the system have so many parts??!

A: The system parts are to meet [federal and state requirements](#). The committee worked with OEA consultant, Erin Whitlock, to form and maintain the system that meets the requirements.

Q: What happens if my supervisor doesn't complete all the required mini (SOTEL) or formal observations?

A: It is the administrator's responsibility to complete the required mini (SOTEL) and formal observations. It is the teacher's responsibility to respond in TeachBoost to the forms sent to them. If you're wondering if/when observations are going to be completed, talk to your supervisor.

Q: What meetings/ conferences do I have with my supervisor?

A: You will have a beginning conference, a mid year conference and end of year conference with your administrator. In addition, you should have coaching opportunities (in person or via digital tools such as email or TeachBoost) based on the mini (SOTEL) and formal observations.

Q: How do I know where I am on the flowchart (pages 11-12 of manual)? Is the "right side" bad?

If you have a concern about where you are in the coaching model flowchart (pages 11-12 in manual), please ask your administrator for clarification. Being on the "right side" is an opportunity for growth in your profession. It is an opportunity to reach out to your coaches, colleagues, association, and/or administration for help refining your practice.

Q: What do I do if I am confused, struggling or lost, especially if I am probationary teacher?

A: If you are struggling, seek support from mentors, coaches, and/or instructional support specialists ASAP. Probationary teachers especially need to understand that their professional growth and performance evaluation timeline is much shorter (recommendation for renewal/non-renewal is due February 15th).

Q: If my supervisor and I disagree about observation feedback advice, and/or next steps, then what?

A: It is your responsibility to respectfully follow your supervisor directions and guidance. You can utilize TeachBoost tools such as Comments and Discussion to document the different point of view. You may also ask a TOSA, instructional coach, mentor, and/or School Improvement Specialist to help. If you need additional supports you can seek guidance through your association.

Q: What is the difference between the coaching model flowchart (pages 11-12 in the manual), a Plan of Assistance, and discipline issue?

- The [Coaching Model flow chart](#) (pages 11-12 in the manual) is designed to support teachers and administration in the development of their professional practices. This is a collaborative conversation between the teacher and the administration.
- The [Plan of Assistance](#) is a contractually mandated process governed by the ORS that supports educators who need specific guidance in their professional practices. It can lead to a non-renewal of your contract.
- [Disciplinary action](#) is taken when a staff member breaks TSPC licensure standards or district policies. It can lead to immediate dismissal. Members should seek assistance from the association.

Contract Teacher Timeline (Two-Year Cycle)

Formal Year:

By Oct. 30 th	By Dec. 1st	By Feb. 15th	By June 1st	By June 1st	By June 15th
Complete Beginning of the Year Form , which includes Self Reflection and Goal-Setting (PPG, SLG1 and SLG2. Review form in conference with supervisor	Complete two (2) mini observations with discussions	Complete one (1) formal and one (1) mini observation with discussions Complete Mid-Year Form , which includes check-in about Self Reflection and Goals. Conference with Supervisor	Complete two (2) mini observation with discussions	Complete End of the Year Form , which includes Self-Reflection and Goal Review <i>*This date is under review</i>	Supervisor: Submit End of Year Form to Human Resources

Informal Year:

By Oct. 30 th	By Dec. 1st	By Feb. 15th	By June 1st	By June 15th
Complete Beginning of the Year Form , which includes Self Reflection and Goal-Setting (PPG,, SLG1 and SLG2. Review form in conference with supervisor	Complete two (2) mini observations with discussions	Complete one (1) mini observation with discussions Complete Mid-Year Form , which includes check-in about Self Reflection and Goals. Conference with Supervisor	Complete two (2) mini observation with discussions	Complete End of the Year "Off Cycle" Form , which includes Self-Reflection, Goal Review, and drafting new goals

Probationary/Full Year Temporary Teacher Timeline (One-Year Cycle)

By Oct. 30 th	By Dec. 1st	By Feb. 15th	By June 1st	By June 1st	By June 15th
Complete Beginning of the Year Form , which includes Self Reflection and Goal-Setting (PPG, PRG, SLG1 and SLG2. Review form in conference with supervisor	Complete one (1) formal observation and one (1) mini observation with discussions	Complete two (2) mini observations with discussions. Complete Mid-Year Form , which includes check-in about Self Reflection and Goals. Conference with Supervisor Supervisor: Submit Recommendation to Human Resources of renewal or non-renewal.	Complete two (2) mini observation with discussions	Complete End of the Year Form , which includes Self-Reflection and Goal Review <i>*This date is under review</i>	Supervisor: Submit End of Year Form to Human Resources

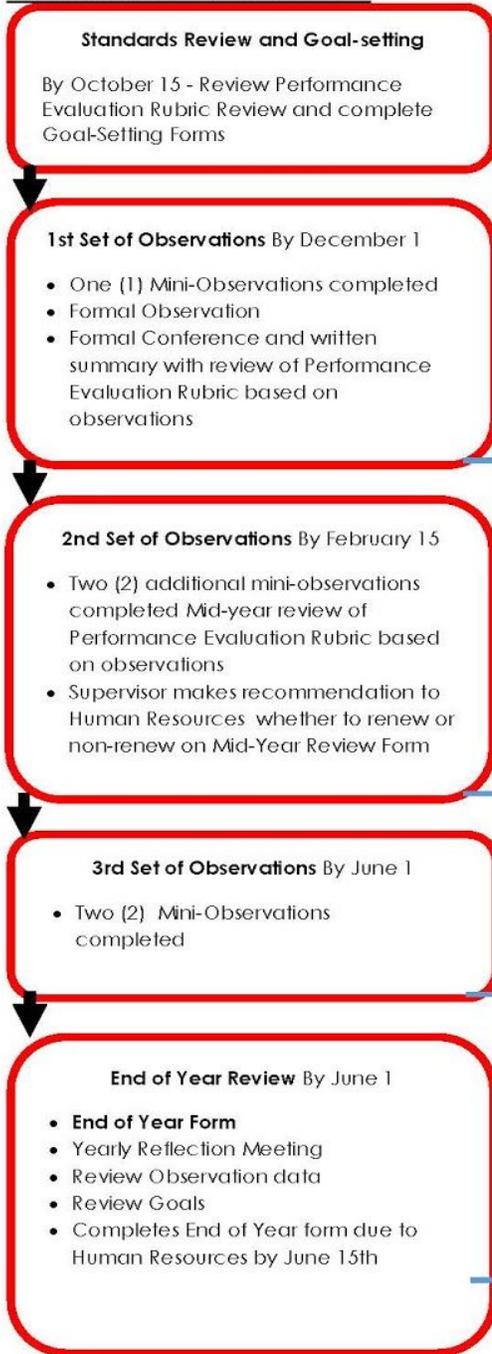
* Temporary teachers who are less than full year and work more than 135 days, will be evaluated on this schedule. Prior to the end of their temporary contract, and End of Year Summary and Conference will be completed.

Year-at-a-Glance for Certified

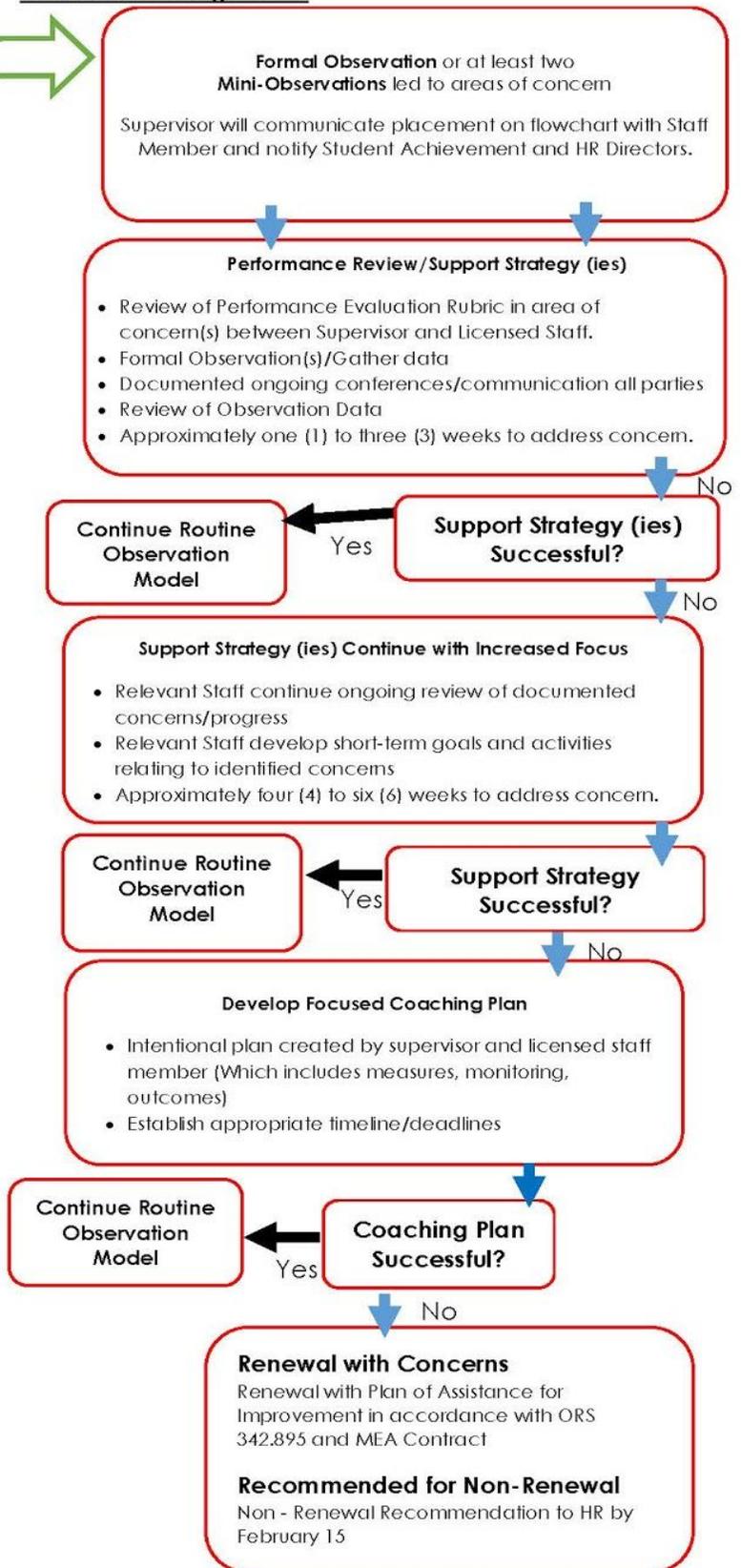
<p>Inservice Week - SEPTEMBER</p>	<ul style="list-style-type: none"> ● Are on an informal (off-cycle) or formal (on-cycle) evaluation year? If you don't know, ask HR. ● Are you a "specialist"? If so, do you have a separate or additional role-specific rubric or addendum? See specialists page in manual (p. 19) or specialist materials in TeachBoost library. ● Review how to log in to TeachBoost. <ul style="list-style-type: none"> ○ To access TeachBoost, go to https://teachboost.com/ Your login should be the same as the previous year (k12.or.us email and password of your choice). ○ If you're new or don't remember your username/password, you can use the "reset password" or Live Chat features on the TeachBoost homepage. ● Explore/review professional growth resources: paper manual and TeachBoost library ● Review rubric and goal reflections in last year's End of Year form (saved for you in TeachBoost) ● Use rubric and goal reflections from last year to decide what goals to create and what baseline (pre assessment) data to collect
<p>OCTOBER</p>	<ul style="list-style-type: none"> ● Complete Beginning of Year form in TeachBoost and conference with supervisor -- this includes gathering and saving goal baseline data then using the baseline data to create two Student Learning Goals (SLGs). Upload goal baseline data to Teachboost Beginning of Year form. ● Engage in discussion (face-to-face and/or via email or TeachBoost features) to debrief mini (SOTELS) and/or formal observations completed by supervisor ● Beginning of the Year form and conference with supervisor done by Oct 30th
<p>NOVEMBER -JANUARY</p>	<ul style="list-style-type: none"> ● Utilize strategies to show growth/achieve goals. Monitor and adjust as needed. ● Collect and save evidence of growth: rubric artifacts and goal evidence/data ● If in formal year (on-cycle), when prompted by supervisor, complete formal observation forms in TeachBoost ● Engage in discussion (face-to-face and/or via email or TeachBoost features) to debrief mini (SOTELS) and/or formal observations completed by supervisor ● Prepare for Mid-Year review form and conference
<p>JANUARY- FEBRUARY</p>	<ul style="list-style-type: none"> ● Complete Mid-Year form in TeachBoost as well as conference with supervisor. This includes reviewing rubric and progress on goals. Make adjustments to strategies as needed. ● Collect and save evidence of growth: rubric artifacts and goal evidence/data ● Mid-Year Review form and conference with supervisor done by February 15th for probationary; March 1 for all others
<p>MARCH- APRIL</p>	<ul style="list-style-type: none"> ● Utilize strategies to show growth/achieve goals. Monitor and adjust as needed. ● Collect and save evidence of growth: rubric artifacts and goal evidence/data ● Engage in discussion (face-to-face and/or via email or TeachBoost features) to debrief mini (SOTELS) and/or formal observations completed by supervisor ● Prepare for End of Year form and conference
<p>MAY-JUNE</p>	<ul style="list-style-type: none"> ● Complete End of Year form, formal or informal, in TeachBoost as well as conference with supervisor. This includes rubric and goal reflection as well as sharing evidence of growth (artifacts and evidence/data). Upload goal data to End of Year form. Upload or bring <u>samples</u> of artifacts (NOT a whole stack or binder!) to conference with supervisor. ● Supervisor uses reflections, goal data/evidence, rubric artifacts, and observation notes to complete End of Year Summary ● End of Year form and conference with supervisor done by June 1st. Year End Summary submitted to HR by June 15.

Probationary Teacher Evaluation Growth Model

Routine Observation Model



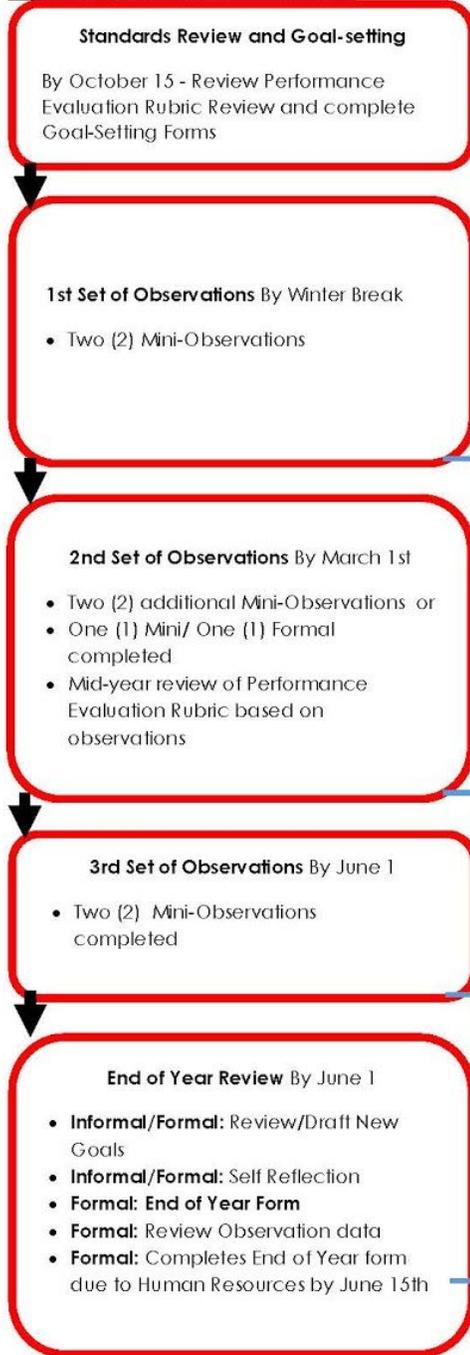
Growth Coaching Model



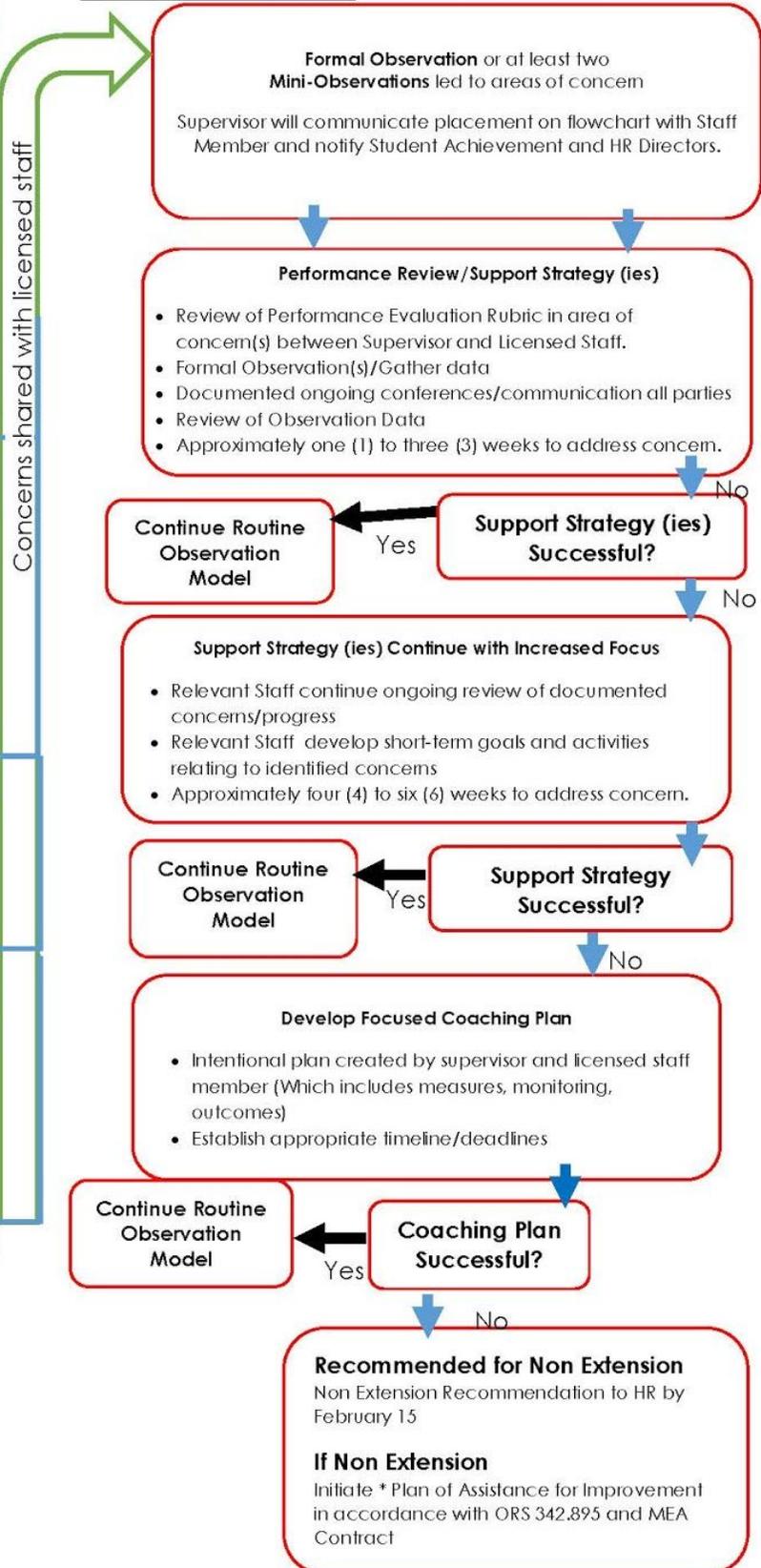
Concerns shared with licensed staff

Contract Teacher Evaluation Growth Model

Routine Observation Model



Growth Coaching Model



Growth and Performance Evaluation Rubric: The Basics

Explanation: As you know, teaching is a craft with several interlacing components. The professional growth and performance rubric attempts to identify, organize, and describe the components.

How to Use the Rubric:

- Notice the structure: standards, levels, and descriptors
 - Important notes about levels:
 - The levels on this rubric DO NOT convert to A, B, C levels. We are all shooting to be in the Effective column. We strategically dabble in the Distinguished column for a challenge or to recognize above and beyond practices. It is impossible to always be in the Distinguished column.
 - It is normal to move levels from year to year. For example, one year you may be Effective in a standard, but then teach a different course the following year and be in the Developing level.
- Notice the little 'A's and 'O's in the far left column
 - A = standards for which you may need to collect artifacts as evidence for the standard. Click [here](#) or see the TeachBoost library for ideas of what to collect for artifacts.
 - O = standards that are observable; don't necessarily need an artifact as evidence for the standard
 - TeachBoost forms and conferences will prompt you for when and how to collect as well as share artifacts. These are also noted in Teachboost on the form (ex 1.1A means this is a standard to collect artifacts).
 - When and how this rubric can and will be used
 - You can use a paper copy of the rubric to identify (e.g. circle descriptors on the rubric) where you are now and where you'd like to be by the end of the year (e.g. annotate in the margins)
 - The Beginning, Mid, and End of Year forms in TeachBoost will prompt you to refer to this rubric to reflect on as well as make goals for your professional growth and performance.
 - You and your supervisor can refer to it during Beginning, Mid, and End of Year conferences to guide discussion and brainstorm next steps in professional growth and performance.
- Rubric short version: Overwhelmed by the rubric full version? Click [here](#) or visit the TeachBoost library for the rubric short version.
- For specialists: You may have a different rubric or an addendum to the teacher rubric. Click [here](#) or visit the TeachBoost library for more info.

Professional Growth and Performance Evaluation Rubric -- Full Version

This form may be used as a reference for yearly goal-setting and reflection. It may also provide indicators of professional development needs within a building.

Within each standard, there are indicators of performance. Several are observable actions but many may need artifacts that show the effective level of performance. Standards with an "O" within the box are observable. Standards with an "A" may need artifacts to determine the level of performance. Over the two year cycle, teachers should collect examples of artifacts of that would support the standard. See TeachBoost library for list of artifact ideas.

#	Domain: Standard	Distinguished	Effective	Developing	Ineffective
1.1 A	Planning and Preparation for Learning: Long Range Planning and Alignment to Standards	Has a detailed plan for the year that is closely aligned with state standards and assessments.	Has outlined a plan for the year that is closely aligned with state standards and assessments.	Has evidence of some planning about how to cover standards and assessments requirements.	Plans lesson by lesson and has little familiarity with state standards and assessments.
1.2 A	Planning and Preparation for Learning: Unit and Lesson Planning	Consistently plans units backwards and designs unit lessons with clear measurable goals closely aligned with standards and outcomes using Essential Elements of Instruction, district approved curricula materials as well other research-based strategies.	Plans most units backwards and designs lessons based on long range plans that include measurable objectives, Essential Elements of Instruction, district approved curricula materials as well other research-based strategies.	Plans lessons with some alignment to larger goals and objectives and plans lessons with unit goals in mind. District-approved curriculum may or may not be used.	Teaches with little or no consideration for long-range curriculum goals. Lessons are planned primarily for entertaining students or for covering textbook chapters.
1.3 A	Planning and Preparation for Learning: Assessment	Consistently prepares and designs a variety of formative and summative assessments to monitor and measure student learning of the standards.	Plans a variety of formative and summative assessments to monitor and measure student learning of the standards.	Drafts unit assessments as instruction proceeds. Little or no evidence of monitoring and/or measuring is evident.	Writes final assessments shortly before they are given. Monitoring and/or measuring is not evident.
1.4 O	Planning and Preparation for Learning: Working with Teams	Consistently and actively engages/contributes to the team in planning units, sharing teaching ideas, looking at student work, and utilizing data to change instruction.	Regularly collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets regularly with colleagues with limited contributions.	Meets infrequently with colleagues and is not open to collaboration.
2.5 O	Classroom Management: Expectations	Is direct, specific, consistent, and tenacious in communicating, modeling, and enforcing very high expectations.	Clearly communicates, models, and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences. Does not consistently teach or model expectations.	Inconsistent with rules and consequences throughout the year.
2.6	Classroom Management:	Tenaciously utilizes a wide range of strategies to	Is fair and respectful toward students and builds positive	Fairness and respect towards students is	Is sometimes unfair and disrespectful to the class;

○	Relationships/ Respect	connect and to build a trusting relationship with students. Consistently and objectively manages inappropriate student behavior while maintaining the dignity of the student. Disruption of learning is extremely rare and handled promptly and appropriately.	relationships. Builds a culture of respect within the learning classroom by utilizing positive reinforcement strategies while maintaining the dignity of the student. Disruptions are kept to a minimum.	inconsistent. Builds positive, respectful relationships with some. Disruptions are not kept to a minimum.	plays favorites. Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
2.7 ○	Classroom Management: Socio-emotional	Uses a wide variety of strategies that successfully develop positive interactions and social-emotional skills. Opportunities for student growth in collaboration, problem-solving, decision-making, leadership skills, and responsible behavior are integral.	Fosters positive interactions among students and teaches useful social skills. Provides opportunities for student growth in collaboration, problem-solving, decision-making, leadership skills, and responsible behavior.	Sometimes interacts negatively with students. Sometimes uses constructive discipline and re-direction techniques.	Interacts negatively with students on regular basis. Lacks constructive discipline and re-direction techniques.
2.8 ○	Classroom Management: Routines and Efficiency	Successfully instills class routines so that students maintain them throughout the year. Uses coherence, pacing and smooth transitions to get the most out of every minute.	Teaches routines and has students maintain them all year. Maximizes academic learning time through coherence, pacing, and smooth transitions.	Inconsistently trains students in class routines, and/or many of the routines are not maintained. Sometimes loses teaching time due to lack of clarity, ineffective pacing, interruptions, and inefficient transitions.	Does not teach routines. Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions. May blame students for management issues.
3.9 ○	Delivery of Instruction: Knowledge of Content	Consistently demonstrates expertise in content areas.	Demonstrates thorough knowledge of content areas.	Somewhat familiar with the knowledge of content areas.	Little familiarity with the subject matter and few ideas of how to teach it and how students learn.
3.10 ○	Delivery of Instruction: Knowledge of Students	Consistently demonstrates a strong command of child development (cognitive, linguistic, social, emotional, and physical) and student learning theory.	Demonstrates a firm understanding of child development (cognitive, linguistic, social, emotional, and physical) and student learning theory.	Rarely demonstrates understanding of child development (cognitive, linguistic, social, emotional, and physical) and student learning theory.	Lacks understanding of child development (cognitive, linguistic, social, emotional, and physical) and student learning theory.
3.11	Delivery of Instruction: Mindset	Consistently teaches students to be resilient learners who learn from mistakes and are persistent problem solvers	Emphasizes persistence and effective effort	Minimal effort in teaching persistence and effective effort	Communicates a fixed mindset about ability: some students have it, some don't
3.12 ○	Delivery of Instruction: Engagement	Consistently facilitates cognitively demanding tasks in which students are actively involved.	Facilitates cognitively demanding tasks in which students are actively involved.	Inconsistently attempts to get students actively involved and/or activities require low cognitive demand.	Mostly lectures to disengaged students or has them completing activities with low cognitive demand.
3.13 ○	Delivery of Instruction:	Evidence of the learning objective is consistently observable because the teacher has communicated	Gives students a clear sense of purpose by	Inconsistently tells students the objectives for the unit or lesson.	Begins lessons without giving students a sense of

	Student Learning Goals	and evaluated objectives. The students know and demonstrate exactly what is expected.	communicating the unit and lesson objectives.		where instruction is headed.
3.14 ○	Delivery of Instruction: Connections, Application and Transitions	Elicits students' interest and makes connections to prior knowledge, experience, and reading. Consistently has students summarize and internalize what they learn and apply it to multiple situations as well as contexts. Logical and relevant transitions.	Activates students' prior knowledge and hooks their interest in each unit and lesson. Have students synthesize what they have learned and apply it in a different context. Transitions maintain students' focus.	Somewhat successful in hooking students' interest and relating to students' prior knowledge. Sometimes brings closure to lessons and asks students to think about applications. Inconsistent transitions.	Rarely hooks students' interest or makes connections to their lives. Moves on at the end of each lesson without closure or application or transitions.
3.15 ○	Delivery of Instruction: Clarity	Consistently presents material explicitly, with relevant, well-chosen examples and vivid and accurate language for students to build accurate conceptual understanding.	Uses clear explanations, accurate language and relevant examples to present material to build accurate conceptual understanding.	Sometimes uses language and explanations that are vague, confusing, or inaccurate for students to build accurate conceptual understanding.	Often presents material in an incomplete way, using language that confuses the student's understanding of the concept.
3.16 ○	Delivery of Instruction: Repertoire (variety of instruction)	Orchestrates highly effective strategies, questioning, materials, interactive technology and groupings to involve and motivate students through collaboration and problem-solving.	Implements effective strategies, questioning, materials, interactive technology and groupings to foster student learning, collaboration and problem-solving.	Uses a limited range of effective strategies, questioning, materials, technology and groupings, collaboration and problem-solving.	Uses minimal and/or ineffective strategies, technology, and types of materials and fails to reach most students.
3.17 ○	Delivery of Instruction: Differentiation	Consistently provides appropriate, differentiated activities that accommodate all students' academic development (rate and level of learning), social and cultural needs by utilizing resources and supports which encourages learners to understand ideas from diverse perspectives.	Provides appropriate, differentiated activities that accommodate most students' academic development (rate and level of learning), social and cultural needs by utilizing resources and supports which encourages learners to understand ideas from diverse perspectives.	Attempts to differentiate and to accommodate students' rate and level of learning with mixed success.	Fails to differentiate instruction for students' rate and level of learning.
4.18 ○	Monitoring, Assessment, and Follow-Up in the Classroom: Criteria and Recognition	Consistently teaches clear criteria for proficiency, including rubrics and exemplars. Students apply the criteria to their own work and can give constructive feedback to their peers. Teacher regularly acknowledges and	Teaches clear criteria for proficiency, including rubrics and exemplars. Teacher helps learners understand and identify quality work. Uses criteria and feedback to motivate and direct effort. Celebrates their progress with respect to standards.	Tells students some of the qualities that their finished work should exhibit. Provides some student work as an example to others.	Expects students to know (or figure out) what it takes to be proficient. May or may not provide examples.

		celebrates students' work and uses it to motivate and direct efforts.			
4.19 ○	Monitoring, Assessment, and Follow-Up in the Classroom: Diagnostic Assessment	Consistently gives students a well-constructed diagnostic assessment, and uses the information to fine-tune instruction.	Begins instruction by diagnosing students' skills and knowledge and makes small adjustments based on the data.	Inconsistently begins instruction by diagnosing students' skills and knowledge.	Begins instruction without diagnosing students' skills and knowledge.
4.20 ○	Monitoring, Assessment, and Follow-Up in the Classroom: Formative Assessment	Consistently works with colleagues to use formative assessment data, fine-tune teaching, re-teach, and help all students meet or exceed standards. Uses a variety of effective methods to monitor student learning, check for understanding, immediately unscramble confusion, clarify content, and challenge all students.	Works with colleagues to use formative assessment data, fine-tune teaching, re-teach, and help all students meet or exceed standards. Uses effective methods to monitor student learning, check for understanding, unscramble confusion, clarify content, and challenge all students.	Looks over students' assessments to see if there is anything that needs to be re-taught. Checks for understanding during instruction.	Gives assessments and moves on without analyzing them and following up with students. Uses ineffective methods ("Is everyone with me?") to check for understanding.
4.21 A	Monitoring, Assessment, and Follow-Up in the Classroom: Summative Assessment	Uses multiple measures of assessment to support, verify, and document proficiency.	Assessments are aligned with standards. Selects appropriate assessments to address specific learning goals. Students are given multiple opportunities to demonstrate proficiency.	Assessments are partially aligned to standards and/or may be poorly designed. Students have limited opportunities to demonstrate proficiency.	Assessments not aligned to standards. Students only have one opportunity to demonstrate proficiency.
4.22 ○	Monitor, Assessment, and Follow-Up in the Classroom: Self-Assessment	Teacher consistently models and structures a variety of processes that guide students in examining their own thinking and learning as well as, the performance of others.	Teacher generally models and structures a variety of processes that guide students in examining their own thinking and learning as well as, the performance of others.	Teacher periodically models and structures processes that guide students in examining their own thinking and learning as well as, the performance of others.	Allows students to move on without assessing and improving problems in their work.
4.23 ○	Monitoring, Assessment, and Follow-Up in the Classroom: Reflection and Analysis	Works with colleagues, analyzing data, to reflect on what worked and what didn't. Purposefully applies appropriate strategies/responses to inform and improve future instruction as well as student performance.	Uses data to reflect on the effectiveness of lessons and units. Demonstrates action that improves student performance.	At the end of a teaching unit or semester, reflects about what might have been done better but no evidence of action.	Does not reflect or analyze lessons.
5.24 ○	Family Outreach: Belief in Student Success	Uses in-depth knowledge regarding academic, cultural, values, family circumstances to communicate effectively with student's family. Words and actions convey a strong conviction that all students	Communicates respectfully with student's family and is sensitive to cultural values and/or family circumstances. Words and actions demonstrate a belief that	Limited sensitivity to family culture, values and/or circumstances. May not communicate a belief in the child's ability to meet or exceed standards.	Lacks sensitivity to family values or culture and does not communicate knowledge of the child or concern about his or her ability to meet or exceed standards.

		can meet or exceed standards.	each child has the potential to meet or exceed standards.		
5.25 A	Family Outreach: Communication	Cultivates parent partnerships. Consistently collaborates with learners and their family to establish rigorous expectations and on-going communication to support learner development and achievement. Views parents as partners and actively engages parents in school and education.	Works collaboratively with learners and their family to establish mutual expectations and on-going communication to support learner development and achievement. Views parents as partners and actively engages parents in school and education.	Sent home classroom rules and syllabus at the beginning of the class or year; communicates when an issue arises or to offer an occasional suggestion of how parents can support schoolwork.	Does not inform parents about learning or behavioral expectations; seldom communicates concerns, positive news, or ways in which parents can support their child's learning.
5.26 A	Family Outreach: Responsiveness	Responds promptly, actively listens, and collaboratively problem solves with family members. Families feel welcome at any time.	Responds promptly to family communication and makes families feel welcome at school.	Is slow to respond to family communication. Words and actions may be perceived as unwelcoming.	Does not respond to family communication and makes families feel unwelcome.
6.27 O	Professional Responsibilities: Professionalism	Routinely models and promotes conduct consistent with the Standards for Competence and Ethics (OAR Division 20). Accepts the requirements of membership in the teaching profession and acts ethically at all times.	Conducts oneself in a manner consistent with the Standards for Competence and Ethics (OAR Division 20).	Lapse in judgment in maintaining professional boundaries and/or responsibilities.	Acts and/or presents self in an unprofessional manner with little to no regard to professional boundaries and/or responsibilities.
6.28 A	Professional Responsibilities: School/Culture/Community	Is an active member of educator teams (e.g., task force, projects, committees, etc.) and frequently contributes to school-wide activities.	Shares responsibilities and takes part in educator teams (e.g., task force, projects, committees, etc.) and school-wide activities.	Reluctantly will serve on educator teams and attend school-wide activities and team meetings.	Declines invitations to serve on educator teams and attends few school-wide activities and team meetings.
6.29 O	Professional Responsibilities: Leadership and Contribution to Learning	Provides positive leadership, enhancing the professional experience with valuable ideas and expertise that furthers school/district mission and initiatives.	Is a pro-active, positive team player. Contributes ideas, expertise to school/district mission and initiatives.	Limited knowledge of and/or contribution to school/district mission and/or may be resistant to initiatives.	Demonstrates lack of knowledge and/or rarely contributes to school/district mission. May ignore and/or actively resists initiatives.
6.30 A	Professional Responsibilities: Self-Improvement	Consistently seeks out best-practices which are integrated into instruction. Engages in collaborative dialog with colleagues and supervisors. Actively participates in professional workshops, study groups, reading and/or research to improve teaching and learning.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out research-based effective teaching ideas from supervisors, colleagues and other sources.	Shows minimal interest in listening to feedback and suggestions. Is aware of new ideas to improve teaching and learning, but implements with mixed results.	Is not open to ideas for improving teaching and learning. Is defensive and/or resistant to changing professional practices.

6.31 A	Professional Responsibilities: Specialist Collaboration	Teacher consistently plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) who jointly design and implement appropriate learning experiences to meet unique learning needs.	Teacher plans and collaborates with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and implement appropriate learning experiences to meet unique learning needs.	Teacher minimally consults with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists).	Does not actively seek support from specialists to meet needs of students in the classroom.
6.32 O	Professional Responsibilities: Professional Development	Engages in Professional Development as determined by his/her professional goals and shows regular implementation in the classroom. Uses the Professional Development experience to better the instruction in the school and/or district.	Engages in Professional Development as determined by his/her professional goals and shows regular implementation in the classroom.	Engages in Professional Development as determined by his/her professional goals and shows minimal level of implementation in the classroom.	Does not actively engage and use Professional Development in the classroom.

For Specialists: Minimum Performance Evaluation Standards

Specialist rubrics/addendums are located in the TeachBoost Library

Certified Position	Rubric Standards	Addendum Rubric	Evaluated By
Title 1 Specialist	Teacher	Title 1 Specialist	Building/District Administration
ELL Teacher	Teacher	ELL Teacher	Building/District Administration
Special Education Providers (Resource, Self-Contained, Speech)	Teacher	Special Education	Building/District Administration
District Special Education Specialists (Behavior Support Team/Assessment and Evaluation Team)	District Special Education Specialist Rubric	Special Education	District Administration
TOSA/Instructional Coach/School Improvement Specialist	TOSA/Coaches/School Imp Spec.	None	District Administration
Counselor/Deans	Counselor/Dean Rubric	None	Building Administration
Athletics Directors	Athletic Director Rubric	None	Building Administration
Media Specialists	Media Specialist Rubric	None	District Administration
Nurses, Psychologists, Speech and Language Pathologists, and Occupational Therapists will have an evaluation in accordance with National Standards for their profession.			

*During the summer/fall of 2013, rubrics were created by teams of certified specialists from each specialized area.

Goals: The Basics

Professional Growth Goals -- Explanation from ODE

As part of the district's evaluation and professional growth cycle, all educators are required to set professional growth goals. Professional goals are based on the standards of professional practice described in the district's rubric. Through the completion of a self-assessment against the district rubric, educators identify areas of strength and need relative to the standards for professional practice and determine strategies and supports needed to help them elevate their practice.

- **Professional Practice Goal (PPG):** What professional goal and activities will support your growth in professional practices (rubric standards 1-4)?

How to write, monitor, and reflect on professional goals: TeachBoost forms will walk you step-by-step through the process.

Student Learning Goals (SLGs) -- Information from the [ODE Effective Educator](#) website

What are Student Learning and Growth Goals?

SLG goals are detailed, measurable goals for student learning and growth developed collaboratively by educators and their evaluators. They are based on student learning needs identified by a review of students' baseline skills. SLG goals are aligned to standards and clearly describe specific learning targets students are expected to meet. Goals are rigorous, yet attainable.

SLG goals define which students and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period, and why a specific level of growth has been set for students.

SLG goals are growth goals, not achievement goals. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on how students' are performing at the start of the course/class.

Why Use Student Learning and Growth Goals?

SLG goals offer a clear connection between instruction, assessment, and student data. Educators employ a range of instructional strategies, skills, and techniques to affect outcomes for student academic learning, critical thinking, and behavior. The SLG goal process measures student learning and growth through various types of assessments (e.g., state tests, interim assessments, projects, or portfolios based on state criteria for quality and comparability). The SLG goal process also helps educators focus on broader priorities within the school, district, or state. For example, SLG goals can specifically include evidence-based practices that reinforce the expectations for all students to be college and career ready.

Advantages of SLG Goals: There are a number of advantages of using SLG goals as a mechanism for monitoring student growth:

Reinforce evidence-based instructional practice. Effective instruction begins with assessing student learning needs. The SLG goal process aligns with good instructional practice in which educators assess student needs, set goals for their students, use formative and summative data to monitor student progress, and modify instruction based on student needs.

Focus on student learning. SLGs are an opportunity for educators to craft clear goals for student learning and document students' progress toward those goals. The SLG goals process allows all educators the opportunity to focus on the specific objectives they believe are important to achieve with their students.

Help develop collaborative communities. Ideally, SLG goals are developed by teams of educators rather than individuals. Educators should, wherever possible, work collaboratively with grade, subject area, or course colleagues to develop SLG goals. The process encourages districts and schools to create official time for collaboration and use existing opportunities, such as professional learning communities and staff meetings for collaboration. Teachers who do not have a team of peers within their building should consider collaborating with similarly-situated teachers in another school or district.

Steps for Setting Student Learning and Growth Goals -- TeachBoost forms will walk you through these steps

STEP 1: Determine Needs

To begin the process, educators gather baseline data to better understand how to prepare students for the standards addressed by the class or course. This data could include end-of-year data from the previous year, baseline data from district assessments, pretests, or student work samples. Educators conduct an analysis of the baseline data and set goals for all students based on that data. Conduct a self-reflection. To set truly meaningful goals that enhance practice and support professional growth, educators 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 includes time for an educator to look at student level data, reviewing student work from the previous year, reviewing past units of study, as well as information concerning their practice offered by their evaluator

The self-reflection process:

- Establishes a continuous improvement plan for every educator
- Promotes professional growth and continuous learning
- Keeps student learning at the core of all instructional, leadership, and professional practice decisions
- Builds consistency across the school and district

To be targeted and effective, self-reflection includes:

- Analysis of evidence of SLG under the educator's responsibility
- Assessment of practice against performance standards
- Proposed goals to pursue to improve practice and SLG

STEP 2: Create Specific Learning and Growth Goals

In this step the educator sets specific learning goals based on their self-reflection and students' baseline data. The SMART goal process is used in the development of SLG goals (SMART = Specific; Measureable; Appropriate; Realistic; and Time-bound).

Determine the students and time period. The educator sets two annual SLG goals between which all students in a classroom or course are included. A course is considered a content and/or grade-specific class (or a school for administrators). The instructional period will vary depending on staff assignment. For example, Algebra I SLG goal would span the length of an Algebra I course (e.g. year, semester, or trimester).

For most secondary teachers (including middle school) goals must cover all the students instructed by the teacher in a particular course or class. For example, a high school math teacher who teaches four Algebra I courses, a Geometry course, and a Calculus course might set one goal for students in their Algebra I courses and another for students in their Geometry course. It is not necessary for a secondary teacher to set goals that cover all students they teach. This would also be true for other TSPC licensed personnel such as PE teachers, reading teachers, special education teachers, etc.

For most elementary teachers goals must cover all the students in their class over the course of a year. For example, a third grade teacher might set a tiered goal for reading that describes the expected growth of all students.

Administrators may limit their goals to one or more grade levels or subjects, if baseline data indicates the need for such a focus.

Determine the specific standards and content addressed by the SLG goal. Identify specific state or national standards to which the SLG goal is aligned. The content or skills should be selected based on identified areas from the data analysis.

Set student learning growth goal (targets). Write a brief yet specific growth goal (target) for students that aligns to the standards. These growth targets should include specific indicators of growth; such as percentages or questions answered correctly that demonstrate learning between two points in time. The targets should be rigorous yet attainable. They can be tiered for specific students in the course/class to allow all students to demonstrate growth. The educator provides a rationale for why the goal is important and achievable for this group of students.

Identify assessments. Identify the appropriate assessment that will be used to measure student learning and growth toward the goal(s).

STEP 3: Create and Implement Teaching and Learning Strategies

Teachers identify specific instructional strategies that are appropriate for the learning content and students’ skill level, and continually examine and adjust those strategies based on data about student progress and student needs.

STEP 4: Monitor Student Progress through Ongoing Formative Assessment

Steps 3 and 4 are a continuous cycle throughout the life of the goal. Over the course of the school year, educators implement the instructional strategies that are appropriate for students to meet their targets as stated in the SLG goals. They collect student data and monitor student progress through ongoing formative assessments.

The educator and evaluator meet mid-course to check on progress towards the goals. They may determine that an adjustment in instructional strategies is warranted, or that there are immediate support/resources available to help the educator with a particular need (e.g., observing another educator or collaborating with a mentor). If the growth goal has already been met by the mid-course, the educator and evaluator may determine the need to revise the goal for increased rigor.

STEP 5: Determine Whether Students Achieved the Goal

At the end of the course or school year, educators meet with their evaluators for a final review of the educator's progress on the SLG goals. They will examine the end-of-year data, reflect on student learning results, discuss what worked and what did not, and identify professional learning needs and available resources to support the educator’s continued professional growth.

SLG Goal Quality Review Checklist

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

Baseline Data	Yes	No
Is baseline data used to make data-driven decisions for the SLG goal, including student information from past assessments and/or pre-assessment results?		
Student Growth Goal (Targets)		
Is the SLG goal written as a “growth” goals v. “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 specific knowledge and skills aligned to the course curriculum and based on content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

SLG Goal Scoring Rubric

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

Level 4 <i>(Highest)</i>	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 <i>(Lowest)</i>	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

The checklist ensures the goals are complete for scoring. The scoring process is facilitated by using the scoring rubric to determine whether each student exceeded, met, or did not meet the target; and the percentage of students in each category. These two tools must be used to score SLG goals to determine the educator's impact on student learning and growth in the summative evaluation.

SLG Examples

See the bottom half of [the ODE Effective Educator website](#) for examples of SLGs from different grade levels and content areas.