

2020

Licensed Educators

PROFESSIONAL GROWTH and
PERFORMANCE EVALUATION MANUAL



Medford
SCHOOL DISTRICT

Licensed Educators

Professional Growth and Performance Evaluation Manual



Medford, Oregon

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Revised
August 28, 2020



Our Vision and Mission

The Medford School District is a place where:

ALL are learning, and learning is for ALL.

ALL Learners Own Their Present and Future,

ALL Learners are Known and Challenged,

ALL Options are Open and Hopeful.

Evaluation Committee Members

Erika Bare	-	Principal
Shelly Inman	-	Principal
Bridget McMillen	-	Teacher
Shelby Moffitt	-	Teacher, NBCT
Mary Noble	-	Teacher
Marisa Poling	-	Principal
Troy Pomeroy	-	MEA President
Eric Pyka	-	Teacher
Janel Reed	-	HR Assistant Director
Kelly Soter	-	Principal
Marsha Benjamin Moyer-		Facilitator

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Section I

INTRODUCTION

Introduction

It is the District's and the Association's belief that educators welcome feedback, not only on teaching practice, but also on the results of teaching. Informative and timely feedback is crucial to any improvement effort. This evaluation system, Professional Growth and Performance Evaluation Manual, crafted by the District Evaluation Committee, combines the latest knowledge about teaching standards and is efficient and effective. It is designed to provide feedback and guidance for improving professional practice and increasing professional growth while complying with ORS 342.859 and the current collective bargaining agreement between Medford School District and Medford Education Association (MEA).

We maintain that the primary purposes of educator evaluation are improving performance, documenting professional growth, and providing feedback through an established, aligned and meaningful tool. The performance component, formative in nature and suggesting the need for continuous professional growth, links the personal growth dimension and involves assisting educators to learn about, reflect on, and improve their practice. The accountability component, viewed as summative and relating to a judgment of effectiveness, reflects a commitment to the importance of professional goals and quality performance.

Because student success is reliant on educator effectiveness, it is imperative that we provide clear standards and expectations for educators to ensure their success.

Our extensive review of current research supports the premise that an effective evaluation system should include a formative component that calls for evaluators and peers to provide on-going feedback for improvement. In contrast to past-practices, the administrator will not be the only responsible party for educator growth and evaluation. Mentors, peers and team members can all provide support and serve in various capacities to help educators improve their practice. This document is rooted in the beliefs fore mentioned.

Statement of Philosophy

We are committed to providing the best educational program for all students. We also believe that appraisal of performance is based on a cooperative spirit, open communication, and joint responsibility. Our system recognizes strengths and provides a means of support and improvement.

Just like with our students, success for educators begins with clear expectations. The Framework for Teaching identifies those aspects of an educator's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning.

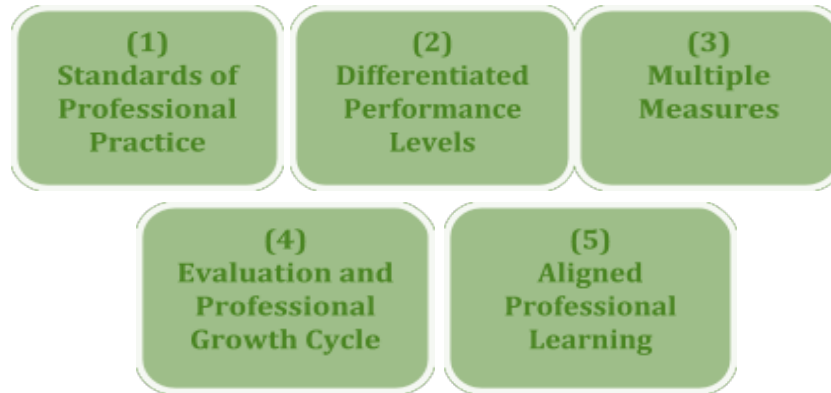
In 2013, Danielson released an update to The Framework for Teaching for the principal reason of responding to the implications of the Common Core State Standards.

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

- **Planning and Preparation:** Educators' plans are based on extensive content knowledge and understanding of students and are designed to engage students in significant learning. All aspects of the educator's plans include instructional outcomes, learning activities, materials, resources, and assessments-are in complete alignment and are adapted as needed for individual students.
- **Classroom Environment:** The classroom environment functions smoothly, with highly positive personal interactions, high expectations, and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.
- **Instruction:** All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The educator persists in the search for approaches to meet the needs of every student.
- **Professional Responsibilities:** The educator's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities.

Oregon Required Elements for Educator Evaluation & Support Systems

Educator evaluations and support systems must include the following five elements:



Educator Standards of Professional Practice: [Model Core Teaching Standards](#)

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

The [standards of professional practice](#) are the foundation of an evaluation system. Professional standards outline what educators should know and be able to do to ensure every student is ready for college, careers and to be engaged citizens of today's world. These standards help frame a comprehensive definition of effective teaching and educational leadership.

As noted earlier, the Medford School District in partnership with Medford Education Association selected Charlotte Danielson's [Framework for Teaching Standards](#) as the basis of our evaluation system, which is **aligned** to the [Model Core Teaching Standards](#).

Differentiated Performance Levels

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

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

Multiple Measures of Educator Effectiveness

A comprehensive evaluation system must include a variety of evidence-based measures to evaluate educator performance and effectiveness, grounded in the standards of professional practice. Multiple measures provide a more comprehensive view of the educator's practice and contribution to student growth.

Due to the complex nature of teaching, a single measure does not provide sufficient evidence to evaluate performance. When combined, multiple measures provide a body of evidence that informs an educator's summative evaluation resulting in a more accurate and valid judgment about performance and professional growth needs.

All educators will be evaluated using a minimum of two measures from each of the three categories identified in the following graphic. These categories are interdependent and provide a three dimensional view of educator practices. Evaluators will look at evidence from all three categories of evidence to holistically rate educator performance.



Multiple Measures of Educator Effectiveness

Professional Practice

This component relies on evaluator observation and resulting evidence related to Domains 1 through 3. This component provides evidence of the quality of an educator's planning, delivery of instruction, and assessment of student learning.

Evidence of this component is collected through the following:

- Formal and Informal Observations
 - Evaluator's observations, documentation of feedback on educator's instructional practices;
 - Evaluator's may perform as many informal/drop-in observations as appropriate at any time.
- Artifacts of Teaching and Learning
 - Examples: Lesson plans, evidence of differentiated tasks for students, student assignments, teacher-developed assessments

Professional Responsibilities

This component reflects evidence of the educator's progress toward his or her professional goal, contributions to school wide goals and the Domain 4 components.

- **Examples:** Educator self-reflections & assessment, professional goal setting, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, record keeping, portfolios, building and district level leadership

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

Each educator will develop a Professional Growth Goal annually, which is based on feedback from the previous year's Summative Evaluation, Student Learning and Growth Goal needs and/or the Self Reflection Assessment.

Student Learning and Growth Goal

Designated educators will develop **two** Student Learning and Growth Goals (SLGGs) per school year. SLGGs are detailed, measurable goals for student learning developed collaboratively by educators and their evaluators. SLGGs are based on student learning needs identified by a review of students' baseline skills. SLGGs are aligned to standards and clearly describe specific learning targets students are expected to meet. Goals must be rigorous, yet attainable. 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. TalentEd Perform (TED) includes a form for educators to capture their SLGGs and the associated data associated with the SLGG.

Why Use Student Learning and Growth Goals?

Student Learning Growth 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 SLGG 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 SLGG process also helps educators focus on broader priorities within the school, district, or state. For example, SLGGs can specifically include evidence-based practices that reinforce the expectations for all students to be college and career ready.

Student Learning and Growth Goal Setting Process

STEP 1: Determine Needs

To begin the SLG Goal setting 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.

STEP 2: Create Specific Learning and Growth Goals

In this step, the educator sets specific learning goals based on their own 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. The instructional period will vary depending on educator assignment. For example, Algebra 1 SLG goal would span the length of an Algebra 1 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 1 courses, a geometry course, and a calculus course might set one goal for students in their Algebra 1 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 is 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.

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 that the educator completes in step 1 above.

Set student learning growth goal (targets). Write a brief yet specific growth goal (target) for students that aligns to 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 appropriate levels of 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

Educators 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 SLG 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 educators' 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.

- **Instruction:** All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The educator persists in the search for approaches to meet the needs of every student.
- **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.

SLG Goal Quality Review Checklist

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” goal 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?		



Section II

GROWTH & PERFORMANCE EVALUATION CYCLE

Evaluation and Professional Growth Cycle Overview

The educator's evaluation is based upon a cycle of continuous professional growth and learning. The cycle is collaborative and provides an ongoing opportunity for feedback and professional conversations. The focus is improving effectiveness.

The primary purpose of the Danielson Framework for Teaching is to promote educator growth through reflection, collaboration, and regular feedback. These central ideals are embodied in the district's evaluation cycles for licensed staff.

Each licensed staff member is assigned a specific evaluation cycle based upon their contract status, district needs, and other factors. While specific timelines and tasks may vary from cycle to cycle, the guiding purposes identified above remain unchanged.



Evaluation and Professional Growth Cycle

A Closer Look

I. Initial Assessment and Conference

Self-Reflection & Assessment

Based on standards of professional practice, the first step in the evaluation cycle is self-reflection. All educators complete a self-assessment using the rubric most appropriate for their assignment or specialty. This is an opportunity for the educator to reflect upon their professional practice, and to refresh their familiarity with the standards, which will be used for evaluation. All licensed staff complete self-assessments annually.

II. Goal Setting

Student Learning and Growth Goals & Professional Growth Goal

Based on the self-assessment, review of prior summative evaluations and formative feedback provided by the evaluator, the educator identify goals aligned with the standards of professional practice that encompass both practice and impact on student learning. The educator sets both a professional growth goal and two student learning and growth goals, which should be connected.



III. Observation, Collection & Analysis of Evidence

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

Licensed staff members are assigned to a specific evaluation cycle based upon their contract status, district needs, and other factors. While specific timelines and tasks may vary from cycle to cycle, the guiding purposes identified above remain unchanged.

A common characteristic of each probationary or contract evaluation cycle is an emphasis on frequent, meaningful feedback from the administrator to the educator. To support this process, administrators complete a number of observations throughout the year.

While each observation's content will likely be different, observations share many general features.

Observations...

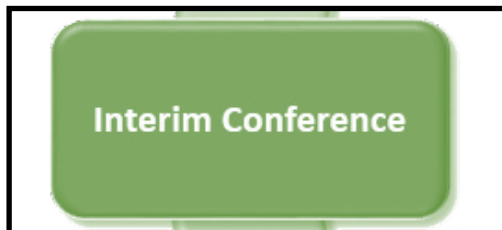
- Are a minimum of 10 minutes in length
- Require written feedback
- May also be shared during a face-to-face conference
- With consent of the educator an evaluator, may utilize videos, photos, and other media to support educator's growth

Observation quantity and timing vary by evaluation cycle; start date, and district needs. For a general overview, please see the table below. For specific observation requirements, please refer to observations in TalentEd or contact your administrator.

NUMBER OF OBSERVATIONS BY FULL YEAR CYCLE		
Probationary/Temporary	Contract "A" Year	Contract "B" Year
4	3	3
(3 Informal and 1 Formal)	(3 Informal)	(3 Informal)
*Contract "B" Year represents off year with no Summative Evaluation required.		

IV. Interim Conference

The Interim Conference is an opportunity for the educator and administrator to share successes, concerns, and opportunities, which have been noted during the first half of the academic year.



Conference dates vary by cycle, hire date, and district need, but typically will occur in either December or January.

While conferences will vary from educator to educator, the following common topics may be reviewed:

- Common themes in completed observations
- Goal progress
- Educator needs or requests
- Timelines for submitting evidence of Professional Growth Goal completion
- Policy or procedure clarification or changes

V. Summative Professional Growth Conference

At the close of each evaluation cycle, the educator and administrator will meet for a Summative Conference. The educator's summative evaluation is the culmination of multiple classroom drop-in observations, multiple professional conversations, review of the educator's student learning and growth goal outcomes and relevant artifact review. The evaluator is required to assess the educator's performance according to the Danielson Framework for Teaching and progress on student learning and growth goals. The summative evaluation is the springboard that leads the educator into the next cycle as well as guides future goal setting.



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Section III

TIMELINES

TIMELINE OVERVIEW

Danielson's model is designed as a continuous cycle for evaluation and educator improvement, rather than a one-year summative process. The timelines for evaluation and observations reflect this philosophy. The goal is to provide a supportive process that encourages educator growth in collaboration with the administrator assigned as their primary evaluator.

Timelines are in place to help ensure the effective implementation of evaluation. Observations are critical elements of the evaluation cycle, and may be spread out over the year to increase their impact, provide more accurate feedback, and distribute supervisory workload.

Suggested due dates for each evaluation cycle are established by the District. These dates provide guidance for when goals, conferences, and other tasks should be completed and submitted for approval. Due dates are subject to change, and may be modified by Human Resources to better meet district needs.

Educators will be assigned a direct supervisor who serves as their primary evaluator. If split between schools or departments, Human Resources will determine the primary evaluator.

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

The table(s) that follows identify the most common numbers of required observations for Probationary/Temporary, Contract "A", and Contract "B" staff joining a cycle in mid-year. Observation requirements may vary, however; staff members are encouraged to consult their online evaluation task list for their specific observation requirements.

Probationary educators are those that are serving their probationary period of three years, and are evaluated every year receive an annual summative evaluation. Educators who have achieved Contract status will be on a rotating status and receive a summative evaluation every other year when they are on the "Contract A" cycle.

HOW MANY OBSERVATIONS ARE REQUIRED?

Timelines	# of Contract Days	Probationary/Temporary Educator Observations	Contract Educator Observations
Begins: AFTER first week of school, but BEFORE November 30	190 to 124 Days	4 Observations	3 Observations
Begins: AFTER November 30, but BEFORE March 15	123 to 59 Days	3 Observations	2 Observations
Begins: AFTER March 15, but BEFORE last day of school	58 Days or Less	2 Observations	1 Observation
All Contract A Teachers require Summative Evaluation on DANIELSON Rubric			

SOME EXCEPTIONS TO THE STANDARD TIMELINE

If an Educator takes a Long Term Leave, they rejoin the evaluation cycle at the point at which the educator returns to work. If the Educator is on leave during the first cycle of observations, for example, they will require only the second set of observations as part of the evaluation cycle. They will still need to meet with the supervisor and complete the appropriate self-assessment and gather the agreed upon evidence, with allowances made for the time lost during Long Term Leave.

If an Educator is on Sabbatical, they will rejoin the evaluation cycle when they return.

If an Educator is on Supervisor-Directed Professional Growth Goals, an adapted Probationary and Temporary Educator timeline is used, with summative evaluation completed in early February.

Probationary and Temporary Educators have different timelines based on their contract and the deadlines for decisions regarding continuation of employment. The **Educator Timelines** for each contract type are located in the following pages.



PROBATIONARY MILESTONE CALENDAR

Completed By:	Milestone and Details:
<input type="checkbox"/> October 15	<u>Initial Professional Growth Conference</u> <ul style="list-style-type: none">• Discuss Initial Conference Employee Self-Assessment• Discuss Potential Professional Growth Goal (PGG)• Discuss Student Learning & Growth Goals (SLGG)
<input type="checkbox"/> October 30	<u>Student Learning & Growth Goals and PGG Due</u> <ul style="list-style-type: none">• Must be Submitted to Administrator Electronically
<input type="checkbox"/> December 15	<u>Observations - Phase One</u> <ul style="list-style-type: none">• Minimum of 3 Observations Completed (for a Combined Minimum of 4 or More Observations Annually)• Informal observations Minimum of 10 Minutes in Length• Formal observations Full Length of Class• All Observations Require Written Feedback• Three Observation During this Phase Requires a Face-to-Face Conference to Discuss Feedback
<input type="checkbox"/> December 15	<u>Interim Professional Growth Conference</u> <ul style="list-style-type: none">• Conduct Interim Conference• Review Progress Toward Professional Growth Goal and Student Learning & Growth Goals• Discuss Support Needed to Meet Professional Growth Goal
<input type="checkbox"/> February 15	<u>Observations - Phase Two</u> <ul style="list-style-type: none">• Minimum of 1 Observation or More Completed (for a Combined Minimum of 4 Observations Annually)• Informal observations Minimum of 10 Minutes in Length• Formal observations Full Length of Class• All Observations Require Written Feedback• At Least 1 Observation During this Phase Requires a Face-to-Face Conference to Discuss Feedback
<input type="checkbox"/> February 15	<u>Summative Professional Growth Conference</u> <ul style="list-style-type: none">• Review Evidence of Growth in Effective Practice• Discuss Summative Evaluation



CONTRACT MILESTONE CALENDAR

Completed
By:

Milestone and Details:

October 15

Initial Professional Growth Conference

- Discuss Initial Conference Employee Self-Assessment
- Discuss Potential Professional Growth Goal (PGG)
- Discuss Student Learning & Growth Goals (SLGG)

October 30

Student Learning & Growth Goals and PGG Due

- Must be Submitted to Administrator Electronically

January 31

Observations - Phase One

- Minimum of 1-2 Observations Completed
(for a Combined Minimum of 3 Observations Annually)
- Each a Minimum of 10 or More Minutes in Length
- All Observations Require Written Feedback
- All Observation During this Phase Requires a Face-to-Face Conference to Discuss Feedback

January 31

Interim Professional Growth Conference

- Conduct Interim Conference
- Review Progress Toward Professional Growth Goal and Student Learning & Growth Goals
- Discuss Support Needed to Meet Professional Growth Goal

May 15

Observations - Phase Two

- Minimum of 1-2 Observations Completed
(for a Combined Minimum of 3 Observations Annually)
- Each a Minimum of 10 or More Minutes in Length
- All Observations Require Written Feedback
- A Total of 3 Observations Requires a Face-to-Face Conference to Discuss Feedback

June 1

Summative Professional Growth Conference

- Review Evidence of Growth in Effective Practice
- Discuss Summative Evaluation

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Section IV

Professional Growth and Support

Employee-Directed Professional Growth Goals

An Employee-Directed Professional Growth Goal is to be established in collaboration with the educator and the supervisor. The goal should be a natural outgrowth of the educator's last final evaluation or, in the case of first-year probationary educators, a discussion between the educator and supervisor. To assist in establishing goals, the educator may confer with the department leader, team leader, professional learning community, their mentor, or other resource personnel. Professional Growth Goals are written annually. While the focus of a goal may repeat from one year to the next, a new goal form is required to be completed each year.

Professional Growth need to be specific, measurable, realistic, action-oriented, and time-bound. Ordinarily, goals will be established by mutual agreement between the educator and the supervisor. They may also be revised by mutual agreement during the course of the evaluation year. Incomplete or unsatisfactory goals may be referred back to the educator for additional revision prior to adoption.

Supervisor-Directed Professional Growth Goals

In cases where concerns or unsatisfactory performances are identified, the supervisor may specify Supervisor-Directed Professional Growth Goals designed to help the educator correct the deficiency. When Supervisor-Directed Professional Growth Goals have been identified, it is not necessary for the educator to draft Employee-Directed Professional Growth Goals. The Supervisor-Directed Goals supersede and replace any Employee-Directed Goal, which may have been previously identified by the educator. Professional Growth Goals are essential to an effective evaluation process. At any point, the educator may request an MEA representative to support.

Program of Assistance for Improvement

A Program of Assistance for Improvement is a written plan for a contract educator that with reasonable specificity:

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

Prior to an educator being placed on a Program of Assistance for Improvement the Association will be notified. If an educator is placed on a Program of Assistance for Improvement, a conference will be scheduled between the supervisor, the educator, and if the educator chooses, an Association representative, to discuss the following:

- A description of the deficiency
- A description of the supervisor's expectation
- A program for correcting the deficiency, criteria which will be used to measure the correction, and a timeline
- A listing of the assistance and resources to be provided
- Monitoring procedures
- The date by which the program must be completed

Upon completion of the Program of Assistance for Improvement on the designated form, follow-up observations will occur. Unless the program has been revised, when the specified time for completion is reached, the educator will be notified that one of the following actions will be taken:

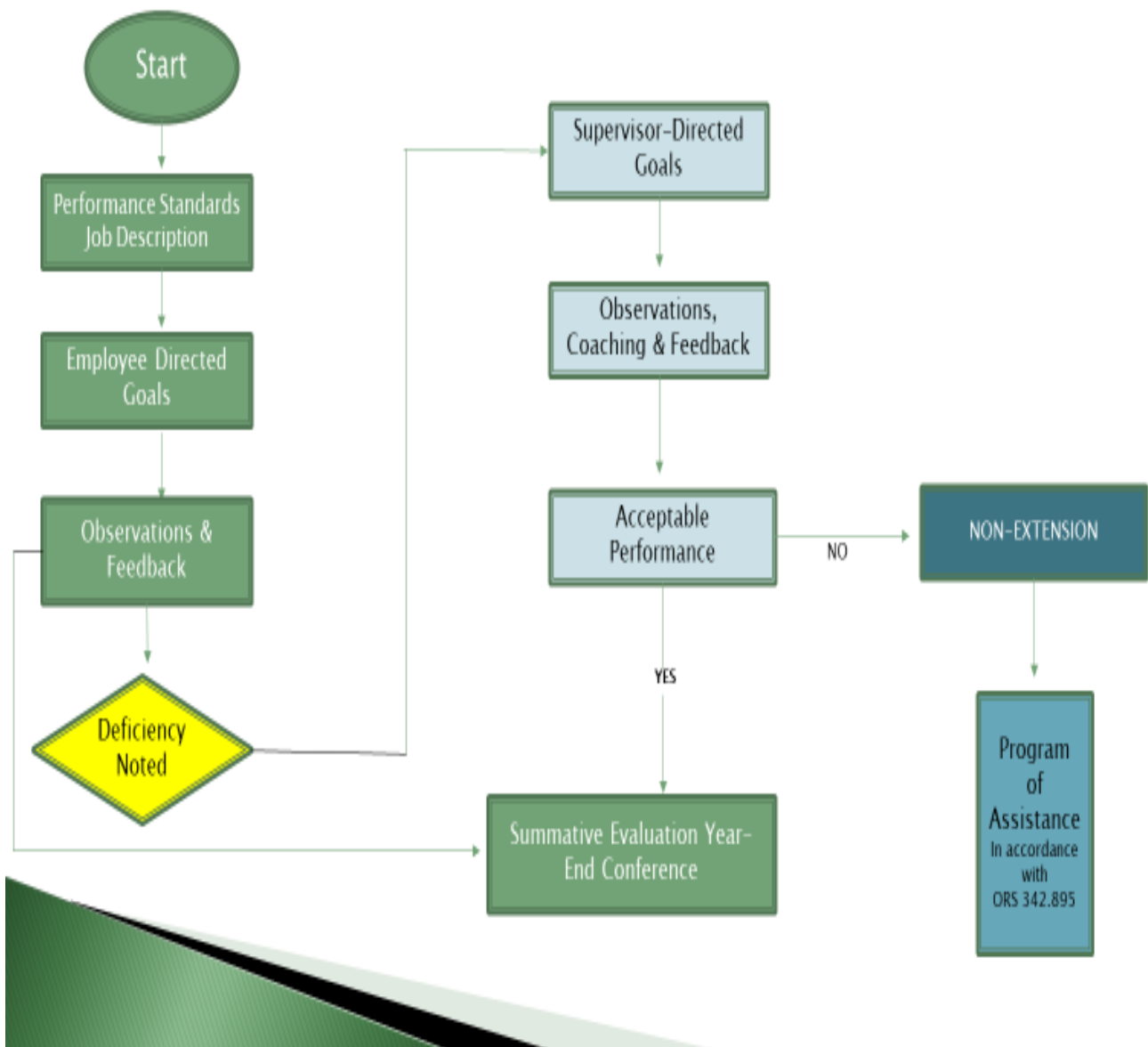
- Monitoring of those areas identified as deficient for the period of one year
- Placement on a new or revised Program of Assistance for Improvement to include all the required data
- Recommendation of non-extension of employment

The Program of Assistance for Improvement may be terminated prior to the date noted for any reason(s) deemed appropriate by the District.

If progress has been made but not all standards are consistently met by the designated timeline, then a new, revised, or extended Program of Assistance for improvement may be written. A Program of Assistance for Improvement may be extended in order for the educator to demonstrate the ability to sustain consistent performance at the proficient level.

The Program of Assistance for Improvement is a formal process of supervision designed to focus on improvement needed because of unsatisfactory performance. A teacher may be recommended to be placed on a Program of Assistance according to the following Flow Chart:

Evaluation Support Process



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Appendices

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Glossary

Administrator: Includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

Administrative license: Means a license issued under ORS 342.125 (3)(f) or (g).

Contract Extension: Upon recommendation of the district superintendent, the district school board may extend a contract teacher's employment for a new two-year term by providing written notice to the teacher no later than March 15 of the first year of the contract. Any new contract that extends the teacher's employment for a new term shall replace any prior contracts.

Contract Renewal: Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815 (Definitions for ORS 342.805 to 342.937). In case the district school board does not renew the contract, the material reason therefor shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator. If any district school board fails to give such notice by March 15, the contract shall be considered renewed for the following school year at a salary not less than that being received at the time of renewal. The teacher or administrator may bring an action of mandamus to compel the district school board to issue such a contract for the following school year.

(2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year. [Formerly 342.635; 1975 c.770 §47; 1979 c.714 §1; 1997 c.864 §24; 2005 c.22 §236]

Contract teacher: A "contract teacher" is defined as "any teacher who has been regularly employed by a school district for a probationary period of three successive school years, and who has been retained for the next succeeding school year."

Fair dismissal district: Means any common or union high school district or education service district.

Instruction: Includes preparation of curriculum, assessment and direction of learning in class, in small groups, in individual situations, online, in the library and in guidance and counseling, but does not include the provision of related services, as defined in ORS 343.035, to a child identified as a child with a disability pursuant to ORS 343.146 to 343.183 when provided in accordance with ORS 343.221.

Peer Assistance: The utilization of peer assistance whenever practicable and reasonable to aid teachers to better meet the needs of students. Peer assistance shall be voluntary and subject to the terms of any applicable collective bargaining agreement. No witness or document related to the peer assistance or the record of peer assistance shall be admissible in any proceeding before the Fair Dismissal Appeals Board, or in a probationary teacher nonrenewal hearing before a school board under ORS 342.835 (Probationary teacher), without the mutual consent of the district and the teacher provided with peer assistance.

Probationary teacher: Excluded from FDAB jurisdiction are all “probationary” teachers, “substitute” and “temporary” teachers under the definitions in ORS 342.815(6), (8) and (10). “Probationary teacher” is “any teacher employed by a fair dismissal district who is not a contract teacher.” The language places all three categories into that of probationary status. Probationary teachers have limited rights of appeal in dismissal and non-renewal situations that do not include FDAB proceedings. In 1997, the legislature amended this provision to allow school boards to enter agreements that provide for shorter probationary periods of at least one year for “teachers who have satisfied the three-year probationary period in another Oregon school district.”

Program of Assistance for Improvement: Means a written plan for a contract teacher that with reasonable specificity:

- (a) Helps teachers adapt and improve to meet changing demands of the Oregon Educational Act for the 21st Century in ORS chapter 329 if applicable.
- (b) Identifies specific deficiencies in the contract teacher’s conduct or performance.
- (c) Sets forth corrective steps the contract teacher may pursue to overcome or correct the deficiencies.
- (d) Establishes the assessment techniques by which the district will measure and determine whether the teacher has sufficiently corrected the deficiencies to meet district standards.

Senate Bill 290: Requires district evaluation systems to incorporate student learning and growth as a factor in determining the effectiveness of teachers and administrators. Teachers and administrators, in collaboration with their supervisors/ evaluators, annually establish challenging and meaningful student learning and growth (SLG) goals, select evidence from valid and reliable measures, and regularly assess progress. The goal setting process for teachers must reflect most closely the teaching and learning that occurs in the classroom and allow teachers to choose goals based on the needs of their students and select appropriate measures that align with their goals. Administrator goals should be aligned to school and district goals

Substitute teacher: Means any teacher who is employed to take the place of a probationary or contract teacher who is temporarily absent.

Teacher: Includes all licensed employees in the public schools or employed by an education service district who have direct responsibility for instruction or coordination of educational programs and who are compensated for their services from public funds. “Teacher” does not include a school nurse as defined in ORS 342.455 or an instructional assistant.

Teaching license: Means a license issued under ORS 342.125 or 342.144.

Temporary teacher: Means a teacher employed to fill a position designated as temporary or experimental or to fill a vacancy, which occurs after the opening of school because of unanticipated enrollment or because of the death, disability, retirement, resignation, contract nonextension or dismissal of a contract or probationary teacher. [1965 c.608 §2; 1971 c.570 §12; 1977 c.880 §1; 1977 c.881 §2; 1979 c.668 §1; 1981 c.299 §1; 1993 c.45 §194; 1997 c.864 §4; 1999 c.199 §11; 2001 c.653 §5]

Frequently Asked Questions

Q: Whom can I ask for help with all of this?

A: Any of the committee members, your MEA representative, a colleague, your building supervisor or Human Resources are available resources for you.

Q: Can I request additional observations?

A: At any time, an educator may request additional observations.

Q: Can I request another person to do observations on me?

A: As an educator, you may request support from a number of resources in the district. You are encouraged to initiate professional development. Your assigned supervisor will be the lead in your evaluation process. Should you desire a different assigned supervisor, you may contact Human Resources to discuss your request.

Q: I am not a general education classroom teacher - do I have to follow the same rubric/framework?

A: While the rubrics and critical attributes were written broadly to define what good teaching looks like in all content areas and at all grade levels, Danielson tools include crosswalks and the possible classroom examples, which are contextual for educators in specialized areas.

Q: Does my professional goal have to be the same as my PLC, Grade level or school?

A: No, you are in charge of your own self-reflection and setting your professional goal. All educators complete a self-assessment using the rubric most appropriate for their assignment or specialty. This is an opportunity for the educator to reflect upon their professional practice, and to refresh their familiarity with the standards, which will be used for evaluation.

Q: What is the rubric the district will use to evaluate?

A: The district will use the [Danielson Framework for Teaching Rubric](#)

Q: Do we need artifacts?

A: Yes, artifacts are a required element of your evaluation. Please refer to page 9, Professional Practice for more information.

Q: I don't know what to use as one of my professional goals?

A: Using your self-reflection, consider one of the areas you where you don't rate as highly to create your goal. Use the SMART format that you used for your Student Learning Growth Goals to come up with a measurable goal.

Q: Why does the system have so many parts?

A: The system parts are to meet [federal and state requirements](#).

Q: What happens if my supervisor doesn't complete all the required observations?

A: It is the administrator's responsibility to complete the required observations. It is the teacher's responsibility to acknowledge receipt, digitally sign (as applicable) and respond in TalentEd Perform to the forms sent to them. If you're wondering if/when observations are going to be completed, talk to your supervisor.

Q: I keep getting an email that something is incomplete what do I do?

A: Until the task is done or all signatures are completed digitally you will get this notice. Log in to Perform and check your signature cue and your task list to see if you have anything you need to do. If there's nothing there check with your supervisor.

Q: I want to look back at a previous observation or form that has been completed and I don't see it. How do I find it?

A: Log into Perform go to "my folder" select "history" and then the school year.

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 based on observations.

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 your administrator, mentors, coaches, instructional support specialists or MEA 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) than other teachers.

Q: If my supervisor and I disagree about observation feedback advice, and/or next steps, then what? How do I make comments on my evaluation?

A: It is your responsibility to respectfully follow your supervisor directions and guidance. You can comment below the signature box on the observation or form in question 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 are the face-to-face parameters?

A: Following an observation it is always preferable to have a face-to-face conversation with your supervisor to talk about what was observed. This is a great opportunity to celebrate the amazing work being done and receive coaching in areas that are opportunities for growth. The Danielson model is about continuous growth and improvement.

Q: How is the evaluation recorded in Talent Ed?

A: All forms and observations are electronically held in TalentEd. You may access them 24/7 on any device including cell phones.

Q: Can we plan them or do the evaluations need to be scheduled? Genuine? On the fly?

A: Your summative evaluation is usually scheduled by your supervisor at a mutually agreed time. Observations may or may not be scheduled as determined by your supervisor. Certainly if you are doing something extra special be sure to inform your supervisor and invite them in!

Q: What is the appropriate time to debrief? May we use prep time or before/after school?

A: Talking with your supervisor about your professional practice is one of the most important things you can do to improve your skills and reflect on your practices. Sometimes these conversations will be short and other times they may be longer. You may use prep time or before/after school to have these conferences. Work together with your administrator to find a time that works for both of you. Not having time is not an excuse to not have a conversation as this is considered a professional responsibility.

Q: How many “Supervisor Directed Goals” can my supervisor choose for me?

A: This depends on the outcome of the initial observation and feedback cycle where improvement outside of the standard process is identified.

Q: If they start with an employee directed goal, then can they move to a supervisor directed goal?

A: Yes, please see the section on Supervisor Directed goals.

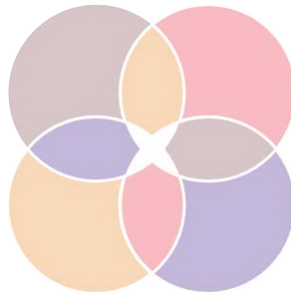
Q: What is a Program of Assistance?

The Program of Assistance is a contractually mandated process governed by the ORS that supports educators who need specific guidance in their professional practices. It is meant to give formalized structure to supports to help support the educator in improving their practices. The goal is always to help the educator make the appropriate changes to their practice to be at an acceptable level of performance. A Program of Assistance is initiated after a number of other supports and interventions (i.e. directed goals) have not been successful. Members should seek assistance from MEA in these situations.

Danielson Framework for Teaching Rubric

Please refer to this link for the full digital version of the [Danielson Rubric](#), located on the Danielson Group Website.

**RUBRICS FROM
THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT
2013 EDITION**



CHARLOTTE DANIELSON

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

1d: Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

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Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessional perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/ or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
2e: Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

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Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>
3b: Using Questioning and Discussion Techniques	<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>	<p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>

<p>3c: Engaging Students in Learning</p>	<p>The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “down time.”</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>
<p>3d: Using Assessment in Instruction</p>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment,</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings.</p>
<p>3e: Demonstrating Flexibility and Responsiveness</p>	<p>The teacher ignores students’ questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don’t understand the content.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>

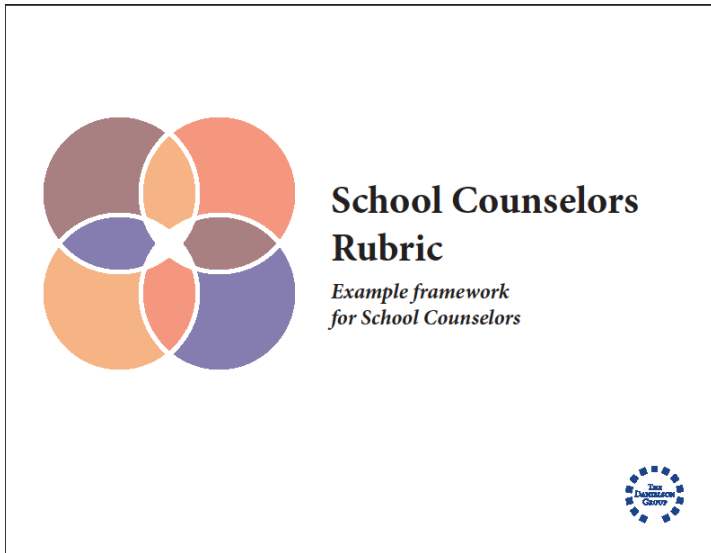
Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
4c: Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.

<p>4d: Participating in the Professional Community</p>	<p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>
<p>4e: Growing and Developing Professionally</p>	<p>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>
<p>4f Showing Professionalism</p>	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

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Link to Rubric for School Counselors



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