Sheridan School District

Professional Growth and Performance Evaluation Handbook

(Proposed 6/19/2013)

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Introduction

It is the belief of the Professional Growth Committee that, with effective implementation, this Professional Growth Plan will lead to increased self-reflection by licensed staff, greater job satisfaction, higher quality of instruction and ultimately increased student learning. The Professional Growth Committee read the Charlotte Danielson book; "Teacher Evaluation, to Enhance Professional Practice" and the revised Oregon Department of Education Framework June 28-29 2012. The goal of the committee was to develop an evaluation system unique to Sheridan that reflects "effective instruction" and pilot the plan during the 2013-2014 school year with full implementation by July 1, 2014.

Professional Growth Committee Members:

Maureen Walter, SPED Teacher, Titan Academy
Robin VanBuren, Sixth Grade Teacher, Faulconer Chapman School
Darci Holland, SPED Teacher, Sheridan High School
Julia Evans, Kindergarten Teacher, Faulconer Chapman School
Marci Hendrix, Fourth Grade Teacher, Faulconer Chapman School

Overview of the Process

The Oregon Framework for Teacher's identifies ten standards organized into four standards and ten standards. The committee members created a working rubric for each standard to provide a description of what each standard looks like at the unsatisfactory, basic, satisfactory, and distinguished levels. A first year teacher is expected to achieve a minimum of the Basic level, with movement toward satisfactory level by the end of the year. The second year a teacher is expected to achieve a minimum of five or more standards in the satisfactory level; these standards are to be selected collaboratively with their building administrator. The five remaining standards are to be raised to a minimum of a satisfactory level in the third year. By the time a teacher moves to contracted status, he or she should be satisfactory and making improvement toward distinguished in one or more areas.

Emphasis of the evaluation system should be professional growth where employees are empowered to be self-directed. Support and assistance are provided for individual teachers needing the opportunity to remedy specific weaknesses. The utilization of direct classroom observations, an evaluator may use a variety of student performance data, collaborative assignments, non-instructional duties, curricular responsibilities, and student input when formulating a final evaluation. Student performance data and/or student feedback will not be used independently to formulate teacher evaluation.

Performance Levels

The Framework for Teaching includes four levels of performance: Does Not Meet Standards, Improvement Necessary, Effective, and Highly Effective. It is important to recognize that the levels are levels of performance of *teaching*, not of *teachers*.

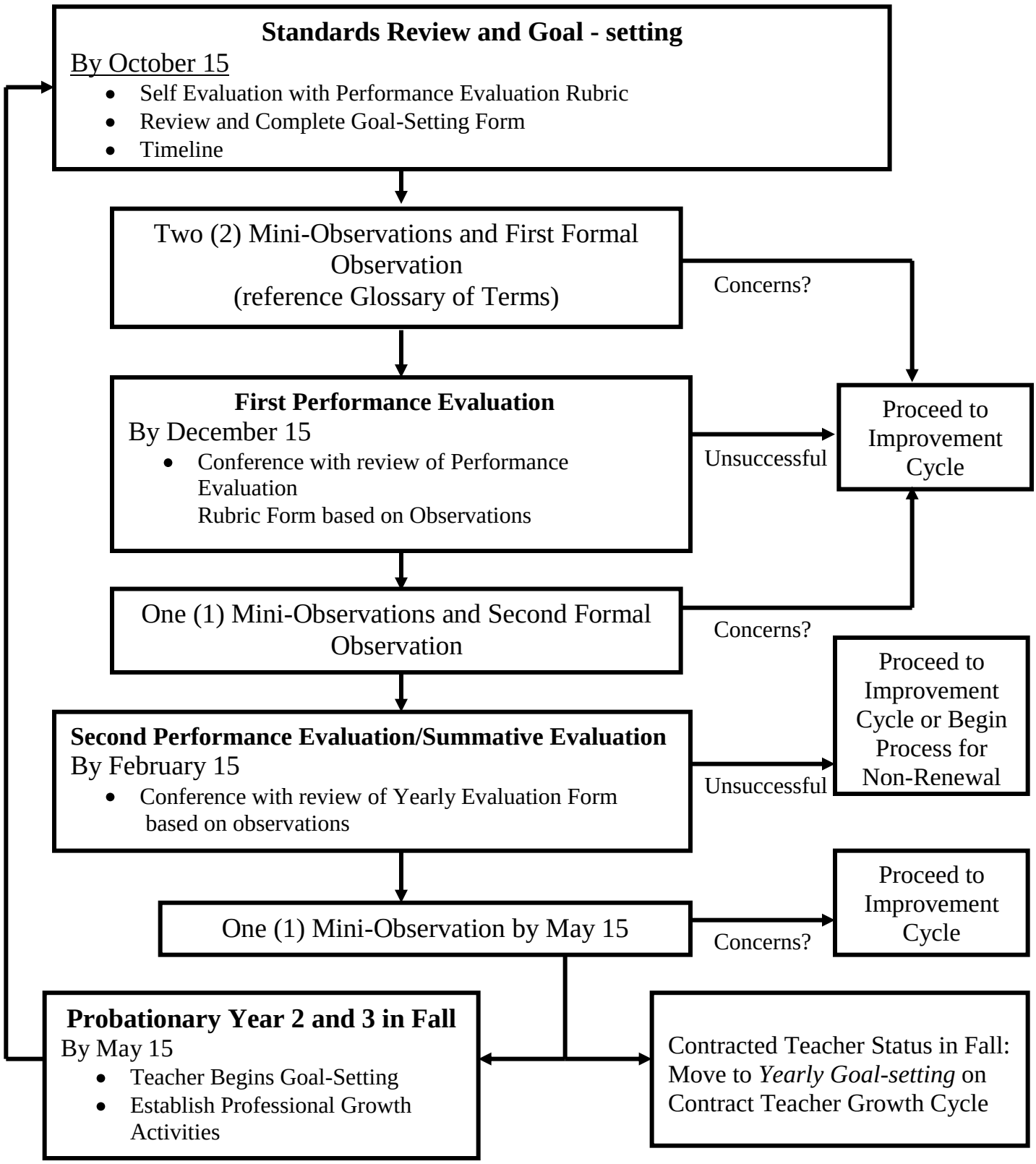
Performance Levels	Definition
Does Not Meet Standards (DM) (1)	Does not meet standards; requires intervention to improve practice.
Developing Proficiency Toward Standard (DP) (2)	Developing proficiency toward meeting standards; shows continuous improvement.
Proficient Relative to Standard (PR) (3)	Proficient relative toward meeting standards; demonstrates effective practice and impact on student learning.
Exceeds Standards (E) (4)	Exceeds standards; highly effective professional practice and impact on student learning.

Timeline: Probationary Educators (Tier One & Two)

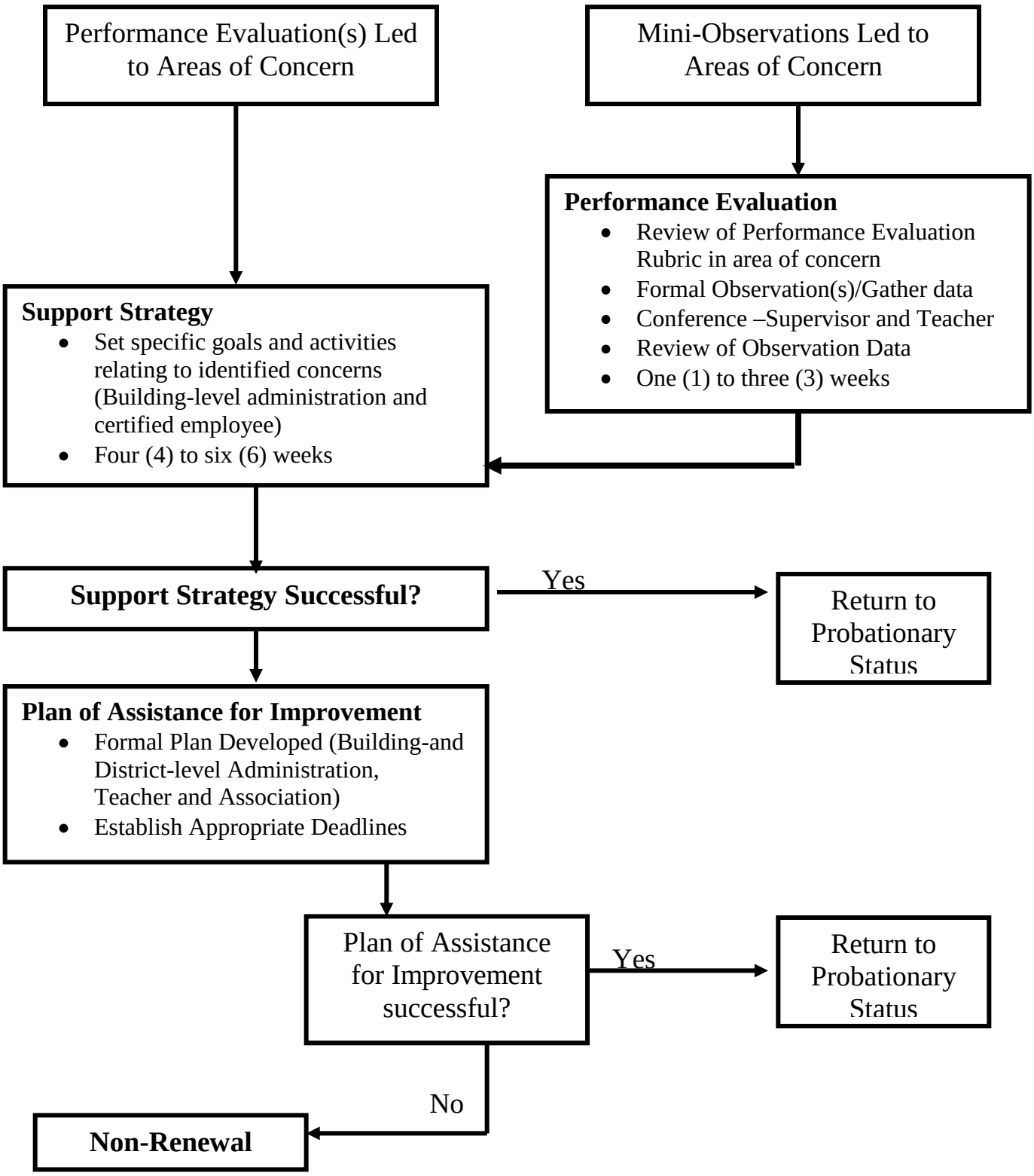
A teacher has probationary status during the first three years in the Sheridan School District. Professional Growth Plans during those three years are carried out within a close collaborative partnership between the teacher and the principal. However, the teacher holds primary responsibility for his or her learning. The administrator and teacher share responsibility for designing and monitoring the program, documenting learning, and reporting progress. The teacher and administrator will share responsibility for meeting the stated timelines.

Target Date	**Probationary Teacher**
August- By September 15	Self-Evaluation using rubric
By October 15th	Probationary teacher will complete the self evaluation with the performance evaluation rubric and meet with the building administrator to discuss the teacher's Professional Growth Plan. In this meeting they identify performance goals and growth activities, and the administrator explains PDUs.
By December 15th	Administrator conducts at least one formal lesson observation of the probationary teacher's classroom and at least two mini observations. The formal observation includes a pre and post observation conference. The administrator gathers data and gives written feedback to the teacher, and the teacher and administrator confer. If there are significant areas of concern, the teacher will be placed on the Structured Support Process.
Mid-Year Review By February 15th	Administrator has conducted one mini observation and the second formal lesson observation and provides the teacher with feedback regarding performance on standards. If there are significant areas of concern, the teacher will be placed on the Structured Support Process. Administrator makes recommendation for employment status.
March 1	Administrator submits recommendation and documentation of professional growth to the Superintendent.
Mid-March	School board takes action on employment recommendation.
By May 15th	Probationary teacher and administrator has conducted one mini observation and meet to discuss the next Professional Growth Plan. At this meeting they identify performance goals and growth activities, including reflection on professional growth, and the plan to earn PDUs.

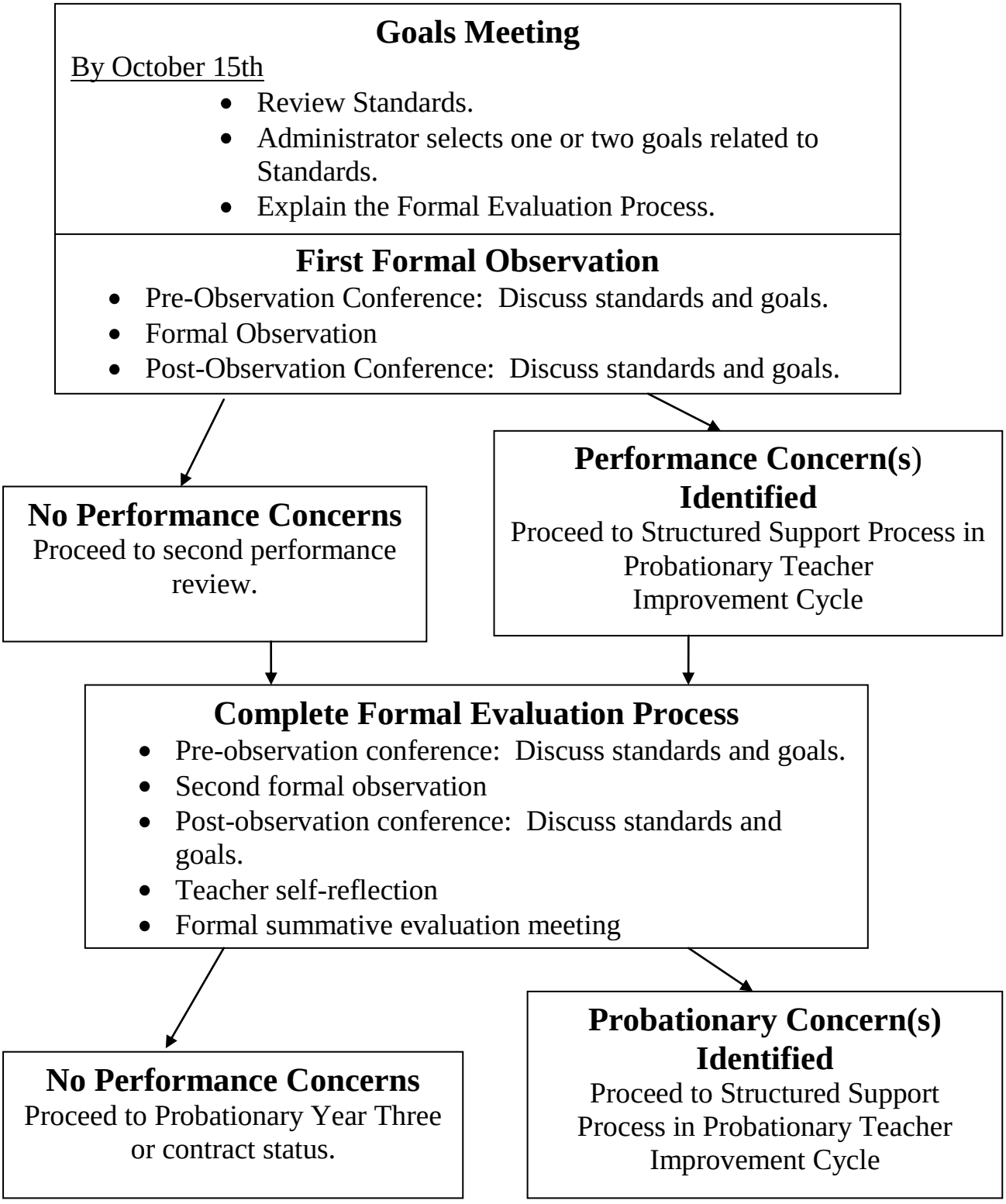
Probationary Educator: Performance Cycle (Tier One)



Probationary Educator: Improvement Cycle



Probationary Educator Formal Evaluation Process: Years Two and Three (Tier Two)



Traditional Evaluation Cycle
(Tier One & Two)

Overview: This is an annual cycle mandated for temporary and probationary educators. This cycle is also an option for contract educators at the discretion of their supervisor or is a choice for contract educators who qualify to be on a Self-Directed Evaluation Cycle. This cycle includes one annual goal which is written in collaboration with the educator‘s supervisor as well as three observations. In this evaluation cycle educators have the greatest amount of direct support from supervisors.

Observations: Within this annual cycle three observations will occur. At least two observations will be a Level 3 Observation. The remaining observation may be a Level 1, 2, or 3.

Level 1: Mini Observations

- Unannounced drop-in of at least 10 minutes.
- Written feedback in a timely manner

Level 2: Informal Observations

- Unannounced drop-in of at least 30 minutes or full lesson, whichever is greater
- Post-conference with written feedback in a timely manner
- Performance evaluation data is collected

Level 3: Formal Observation

- Schedule observation time initiated by educator or supervisor
- Pre-Observation Conference
- Educator informs evaluator of purpose of lesson
- Minimum length of 30 minutes or full lesson, whichever is greater
- Educator and evaluator select/design data collection from appropriate lesson
- Post-conference with a completed Post-Observation Summary Form, in a timely manner
- Performance evaluation data is collected

Goal Setting: Educators will write two (SLO’s) Student Learning Objectives and one Professional Growth Goal utilizing the SMART goal strategies based on the Oregon Department of Education adopted Standards which may originate from district, building, department or grade level goals or individual educator‘s goal. When writing the Professional Growth goal, educators are to use the data from the Self-Reflection Worksheet (required), the Traditional Cycle: Goals for Professional Growth (required), and the ―How to Write a SMART Goal instructions. The goal is agreed upon and will be submitted to the supervisor no later than October 15.

Evaluation: By March 1 of each school year, educators will receive a written evaluation from their supervisor on the Supervisor Evaluation Summary Form (required). Educators will also be asked to complete an End-of- Year Self-Reflection for Goals Form (required by March 10. Both forms are official and will become part of the educators‘personnel files.

Required Documentation: Goals determined in the fall will be written on the Professional Growth Plan and submitted for inclusion in the educator‘s personnel file. Data from formal and informal observations must be shared with the educator. For each informal and formal observation, a copy of the Post-Observation Summary with original signatures of the educator and the administrator must be filed in the educator‘s personnel file at district office. The educator‘s Summative Self-Reflection will be shared at the final evaluation conference and kept in the educator‘s working file at the building level. The Supervisor Summative Evaluation will be documented on the educator evaluation form and filed in the educator‘s personnel file at the district office.

Probationary Educator: Evaluation Cycle

Self-Reflection Worksheet

Carefully reflect on your teacher performance in all four domains. Complete the Self-Reflection by using the Standards of Professional Practice in this document.
Bring this completed form to the goals conference with your administrator.

Key: DN (1)—Does not meet Standard DP (2)—Developing Proficiency PR (3)—Proficient Relative E (4)—Exceeds

Domain 1				**The Learner and Learning**			Comments
DNM	DP	PR	E	Standard 1:			
1	2	3	4	Learner Development			
				1.1 Demonstrates an understanding of how children/adolescents learn and develop.			
				1.2 Designs and implements developmentally appropriate instruction.			
					Total	÷ 2	=
DNM	DP	PR	E	Standard 2:			
1	2	3	4	Learning Differences			
				2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs			
				2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.			
					Total	÷ 2	=
DNM	DP	PR	E	Standard 3:			
1	2	3	4	Learning Environments			
				3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.			
				3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.			
				3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.			
					Total	÷ 3	=

Domain 1	**The Learner and Learning**	**Score (divide above by 3=)**

Domain 2				**Content**			Comments
DNM	DP	PR	E	Standards 4:			
1	2	3	4	Content Knowledge			
				4.1 Maintains deep knowledge of content standards and learning professions in the discipline(s) and setting(s) s/he teachers.			
				4.2 Integrates culturally relevant content to build on learner's background knowledge.			
				4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.			
					Total	÷ 3	=

DNM	DP	PR	E	Standards 5:			
1	2	3	4	Application of Content			
				5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.			
				5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.			
					Total	÷ 2	=

Domain 2	**Content**	**Score (divide above by 2=)**

Domain 3				**Instructional Practice**			Comments
DNM	DP	PR	E	Standard 6:			
1	2	3	4	Assessment			
				6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.			
				6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.			
				6.3 Engages learners in understanding and identifying qualify work and provides them with effective descriptive feedback to guide their progress.			
					Total	÷ 3	=
DNM	DP	PR	E	Standard 7:			
1	2	3	4	Planning for Instruction			
				7.1 Designs learning experiences aligned to curriculum standards and student needs.			
				7.2 Evaluates and adjusts plans based on student outcomes.			
				7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.			
					Total	÷ 3	=
DNM	DP	PR	E	Standard 8:			
1	2	3	4	Instructional Strategies			
				8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)			
				8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.			
				8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.			
				8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners			

				articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.			
				8.5 Engages all learners in developing higher order thinking skills and meta-cognitive processes.			
					Total	÷ 5	=

Domain 3	**Instructional Practice**	**Score (divide above by 3=)**

Domain 4				**Professional Responsibility**			Comments
DNM	DP	PR	E	Standard 9:			
1	2	3	4	Professional Learning & Ethical Practice			
				9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.			
				9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional proactive.			
				9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.			
					Total	÷ 3	=
DNM	DP	PR	E	Standard 10:			
1	2	3	4	Leadership and Collaboration			
				10.1 Takes an active role on the instructional team.			
				10.2 Works collaboratively with students and families to support and learner development and achievement.			
				10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.			
					Total	÷ 3	=

Domain 4	**Professional Responsibility**	**Score(divide above by 2=)**

Areas meeting standards:

_____
_____
_____
_____
_____

Areas in need of improvement:

_____
_____
_____
_____
_____
_____

Probationary Educator: Evaluation Cycle (Goal Setting)
Student Growth & Professional Growth Plan

Teacher	
School	
Administrator	

Teachers must use State or National Assessment data in Category 1 if they are in a tested subject area and grade level and choose at least 1 additional measure in Categories 2 or 3. Teacher in non-tested subject areas and grades must choose at least 2 measures from Categories 1, 2 or 3.

Category 1: State & National Measures	State or National Standardized Assessment results for tested grade levels and subjects
Category 2: Common National, International, Regional, District-Developed Measures	Examples include but are no limited to: Student performances, portfolios, Products, Projects, Work Samples, Tests EASY CBM, Oral Reading Fluency (ORF), On Track Data- any grade, Explore, Accuplacer, ACT
Category 3: Classroom-based or School-wide Measures	Examples include but are not limited to: Student performances, Portfolios, Products, Projects, Work Samples, Tests

Goal-Setting Conference	Content • The goal is being written around which grade/subject/level?	
	Interval of Instruction • What is the duration of the course or subject that the SLO will cover?	
	Context • What are the characteristics or special learning circumstances of my class(es)?	
	Baseline Data • What are the learning needs of my students? • Attach supporting data.	
	Student Growth Goal Statement • Does my goal meet the SMART criteria? • Identify if it is: Category 1, 2 or 3.	
	Strategies for Improvement • How will I help students attain this goal? • Provide specific actions that will lead to goal attainment • What Evidence will be collected?	

Second Student Learning Goal	Content • The goal is being written around which grade/subject/level?	
	Baseline Data • What are the learning needs of my students? • Attach supporting data.	
	Student Growth Goal Statement • Does my goal meet the SMART criteria? • Identify if it is: Category 1, 2 or 3.	
	Strategies for Improvement • How will I help students attain this goal? • Provide specific actions that will lead to goal attainment • What Evidence will be collected? •	

Professional Goal-Setting Conference	Professional Growth goal: • What do I want to change about my instruction that will effectively impact student learning? • What is my personal learning necessary to make that change? • What are my measures or success? • What Evidence will be collected?	
	Resources and Support: • What resources and support do I need to meet my Professional Growth Goal?	

Mid-Year Review	Collaborative Mid-Year Goal Review • What progress has been made? • Include a reflection on goals • Attach supporting data				
	Strategy Modification • What adjustments need to be made to my strategies?				
	Teacher Signature:	Date:	Administrator Signature:	Date:	

Summative	End-of-Year Data • What does the end of the year data show? • Attach data				
	Reflection on Results • Overall, what worked, or what should be refined?				
	Professional Growth Plan • How can I use these results to support my professional growth?				
	Teacher Signature:	Date:	Administrator Signature:	Date:	

Probationary Educator: Traditional Evaluation Cycle

SUMMATIVE SELF-REFLECTION

(Educators fills out and brings to end-of-year conference)

1. Identify and describe your level of performance based on the rubrics for the Standards of Professional Practice.

Carefully reflect on your teaching performance in all four Standards. Complete the Self-Reflection by using the Standards of Professional Practice in the Appendix of this document.

Bring this completed form to the goals conference with your administrator.

Key: DN (1)—Does not meet Standard DP (2)—Developing Proficiency PR (3)—Proficient Relative E (4)—Exceeds

Domain 1				**The Learner and Learning**			Comments
DNM	DP	PR	E	Standard 1:			
1	2	3	4	Learner Development			
				1.1 Demonstrates an understanding of how children/adolescents learn and develop.			
				1.2 Designs and implements developmentally appropriate instruction.			
					Total	÷ 2	=
DNM	DP	PR	E	Standard 2:			
1	2	3	4	Learning Differences			
				2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs			
				2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.			
					Total	÷ 2	=
DNM	DP	PR	E	Standard 3:			
1	2	3	4	Learning Environments			
				3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.			
				3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.			
				3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.			
					Total	÷ 3	=

Domain 1	**The Learner and Learning**	**Score(divide above by 3=)**

Domain 2				**Content**			Comments
DNM	DP	PR	E	Standards 4:			
1	2	3	4	Content Knowledge			
				4.1 Maintains deep knowledge of content standards and learning professions in the discipline(s) and setting(s) s/he teachers.			
				4.2 Integrates culturally relevant content to build on learner's background knowledge.			
				4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.			
					Total	÷ 3	=
DNM	DP	PR	E	Standards 5:			
1	2	3	4	Application of Content			
				5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.			
				5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.			
					Total	÷ 2	=

Domain 2	**Content**	**Score(divide above by 2=)**

Domain 3				**Instructional Practice**			Comments
DNM	DP	PR	E	Standard 6:			
1	2	3	4	Assessment			
				6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.			
				6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.			
				6.3 Engages learners in understanding and identifying qualify work and provides them with effective descriptive feedback to guide their progress.			
					Total	÷ 3	=
DNM	DP	PR	E	Standard 7:			
1	2	3	4	Planning for Instruction			
				7.1 Designs learning experiences aligned to curriculum standards and student needs.			
				7.2 Evaluates and adjusts plans based on student outcomes.			
				7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.			
					Total	÷ 3	=

DNM	DP	PR	E	Standard 8:			
1	2	3	4	Instructional Strategies			
				8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)			
				8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.			
				8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.			
				8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.			
				8.5 Engages all learners in developing higher order thinking skills and meta-cognitive processes.			
					Total	÷ 5	=

Domain 3	**Instructional Practice**	**Score(divide above by 3=)**

Domain 4				**Professional Responsibility**			Comments
DNM	DP	PR	E	Standard 9:			
1	2	3	4	Professional Learning & Ethical Practice			
				9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.			
				9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional proactive.			
				9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.			
					Total	÷ 3	=
DNM	DP	PR	E	Standard 10:			
1	2	3	4	Leadership and Collaboration			
				10.1 Takes an active role on the instructional team.			
				10.2 Works collaboratively with students and families to support and learner development and achievement.			
				10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.			
					Total	÷ 3	=

Domain 4	**Professional Responsibility**	**Score(divide above by 2=)**

2. What have you learned or re-learned from the observations and the professional development activities in which you have taken part this year?

3. Describe a standard in which you have demonstrated substantial competence.

4. Based on the analysis of your performance, what goals will you be focusing on as you move toward with your professional growth, or what new goals do you anticipate including in your professional goals for next year?

5. Describe how you have supported the school's improvement plan.

6. List the professional development activities in which you participated during the year.

Educator Signature: _____ Date: _____

Administrator: _____ Date: _____

Probationary Educator: Evaluation Cycle

Pre-Observation Reflection

(Teacher fills out and brings to pre-observation conference)

_____School Year

***Please attach a lesson plan for the time you will be observed.**

Teacher _____ School _____ Assignment_____
Observer _____ Pre-Conference Date/Time _____
Observation Date/Time_____ Post-Conference Date/Time _____
Contract Status _____

1. What is your instructional objective(s)? What do you want your students to know and do as a result of your instruction?
2. Explain how this helps to meet district power standards. What standards does it meet?
3. Briefly describe instructional activities and materials that you plan to use. How will the curriculum be taught?
4. How will you provide differentiated instruction to meet the range of needs of your students (developmental and ability levels)?
5. Describe assessment procedures that will be used. How will you know that your students have met the objectives of the lesson?
Observation objectives (something specific that you would like the observer to focus on):

6. Explain the difficulties students typically experience in this area and how you plan to accommodate for the special needs of your students/diverse population in your class.
    a. How do you plan to anticipate those difficulties, enabling your students to persist with the work?

7. State the Standard(s) that your lesson will address.
    a. Relate to other content areas

8. Explain how you plan to assess student achievement of the goals. (Test, performance task, scoring guides.)
    a. What procedures will you use?
    b. What products will the students produce?

9. Explain anything else the observer should know about your class or your classroom procedures.

Probationary Educator: Evaluation Cycle

Post-Observation Reflection

(Teacher fills out and brings to post-observation conference)

_____ School Year

Educator _____ Assignment _____

Observation Date _____ Time _____

Post Conference Date _____ Time _____

1. Did the students learn what I intended? Were my instructional goals met? How do I know?
   Standard:

2. As I reflect on the lesson, to what extent were students productively engaged? Were individual differences addressed effectively? Standard:

3. Did I alter my goals or instructional plan as I taught the lesson? If so, why (Standard)

4. Did the materials and assessment tools work? Did they address the needs of all students? (Bring examples of student work, if relevant) (Standard)

5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Relate to a Standard)

_____ _____

Teacher's Signature Date

_____ _____

Supervisor's Signature Date

Sheridan School District

Probationary Educator: Post-Observation Summary Form

Required for Formal and Informal Observation

Educator: _____ Subject: _____ Grade(s): _____

Supervisor: _____ Date/Time: _____

The purpose of the observation is to assess educator's professional standards

Domain 3: Instructional Practice __ 6.1 Designs and selects assessments that match learning objectives __ 6.3 Engages Learners __ 7.2 Evaluates and adjusts plans based on student outcomes __ 8.3 Uses a variety of instructional strategies __ 8.5 Engages all learners	Commendations: Recommendations:
Domain 1: The Learner and Learning: __ 1.2 Designs and implements appropriate instruction. __ 2.1 Incorporates tools to support academic language proficiency. __ 3.1 Manages classroom procedures __3.2 Communicates with students __3.3 Establishes a safe and productive learning environment	Commendations: Recommendations:

Domain 2 and 4 may be identified from the observation:

Educators comments (Optional):

_____ _____

Educator Signature Date Administrator Signature Date

Teacher (original)

Sheridan School District 48J

Supervisor Evaluation Summative

Educator: _____ Grade/Subject Area: _____

Supervisor: _____ School Year: _____

Level: __ Elementary __ Middle School __ High School

Educator Status: Probationary 1 __ 2 __ 3 __ Temporary __ Contract Status __

As appropriate: Formal Observations Dates _____

Informal Observations Dates _____

Date of Goal Conference _____ Date of Final Conference _____

Carefully reflect on your teaching performance in all four standards. Complete the Self-Assessment by using the Standards of Professional Practice in this document. Prepare to discuss your performance in all standards during the goals conference with your administrator.

Key: DN (1)—Does not meet Standard DP (2)—Developing Proficiency PR (3)—Proficient Relative E (4)—Exceeds

Domain 1				**The Learner and Learning**			Comments
DNM	DP	PR	E	Standard 1:			
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					Total	÷ 2	=
DNM	DP	PR	E	Standard 3:			
1	2	3	4	Learning Environments			
				3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.			
				3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.			
				3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.			
					Total	÷ 3	=

Domain 1	**The Learner and Learning**	**Score(divide above by 3=)**

Domain 2				**Content**			Comments
DNM	DP	PR	E	Standards 4:			
1	2	3	4	Content Knowledge			
				4.1 Maintains deep knowledge of content standards and learning professions in the discipline(s) and setting(s) s/he teachers.			
				4.2 Integrates culturally relevant content to build on learner's background knowledge.			
				4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.			
					Total	÷ 3	=
DNM	DP	PR	E	Standards 5:			
1	2	3	4	Application of Content			
				5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.			
				5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.			
					Total	÷ 2	=

Domain 2	**Content**	**Score(divide above by 2=)**

Domain 3				**Instructional Practice**			Comments
DNM	DP	PR	E	Standard 6:			
1	2	3	4	Assessment			
				6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.			
				6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.			
				6.3 Engages learners in understanding and identifying qualify work and provides them with effective descriptive feedback to guide their progress.			
					Total	÷ 3	=
DNM	DP	PR	E	Standard 7:			
1	2	3	4	Planning for Instruction			
				7.1 Designs learning experiences aligned to curriculum standards and student needs.			
				7.2 Evaluates and adjusts plans based on student outcomes.			
				7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.			
					Total	÷ 3	=

DNM	DP	PR	E	Standard 8:			
1	2	3	4	Instructional Strategies			
				8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)			
				8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.			
				8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.			
				8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.			
				8.5 Engages all learners in developing higher order thinking skills and meta-cognitive processes.			
					Total	÷ 5	=

Domain 3	**Instructional Practice**	**Score(divide above by 3=)**

Domain 4				**Professional Responsibility**			Comments
DNM	DP	PR	E	Standard 9:			
1	2	3	4	Professional Learning & Ethical Practice			
				9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.			
				9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional proactive.			
				9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.			
					Total	÷ 3	=
DNM	DP	PR	E	Standard 10:			
1	2	3	4	Leadership and Collaboration			
				10.1 Takes an active role on the instructional team.			
				10.2 Works collaboratively with students and families to support and learner development and achievement.			
				10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.			
					Total	÷ 3	=

Domain 4	**Professional Responsibility**	**Score(divide above by 2=)**

Sheridan School District
Quality Instruction Performance Summary

Teacher: _____ Date: _____

Standards of Quality Instruction: Proposed 80% of Summative Evaluation Score						
Final Domain Scores:			Does Not Meet Standard (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)
Domain 1: The Learner and Learning						
Domain 2: Content						
Domain 3: Instructional Practice						
Domain 4: Professional Responsibility						
Standards of Instruction Overall Score	***	**	*	*	*	*
***Total the scores for each column** ****Add the scores within this row and divide by 4** *****This should be the overall score for the Standards of Instruction.**						
Student Learning & Growth: Proposed 20% of Summative Evaluation score						
Student Learning & Growth Outcomes:			Does Not Meet Standard (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)
Category 1: State & National Measures						
Category 2: Common National, International, Regional, District-Developed Measures						
Category 3: Classroom-based or School-wide Measures						
Professional Growth Goal						
Student Learning & Growth Overall Score	***	**	*	*	*	*
***Total the scores for each column** ****Add the scores within this row and divide by 4** *****This should be the overall score for the Standards of Instruction.**						

Standards of Instruction	**Final Score X .8**	=
Student Learning & Growth	**Final Score X.2**	**=**
Evaluation Score	**Total**	

1. Significant Achievements:

2. Focus Areas for Growth and/or additional comments:

3. Evaluator recommendation:

□ **Continuation of Employment**

□ **Termination of Employment**

□ **Other: _____**

4. □ Teacher's response attached, if desired, as provided by law [ORS 342.850(6)]

5. The following attachments are a part of this report:

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

*Educator's response may be attached.

Student Learning and Growth Outcomes

Student Learning & Growth: Proposed 20% of Summative Evaluation score				
The student learning & growth is piloted for 2013-2014 school year and will not be calculated in the final summative evaluation score. **Teachers must use State or National assessment data in Category 1 if they are in a tested subject area and grade level and choose at least 1 additional measure in Categories 2 or 3. Teachers in non-tested subjects and grades must choose at lease 2 measures from Categories 1, 2 or 3 for the Student Learning & Growth component of their evaluation.				
Category 1 Sate & National Measures State or National Standardized Assessment results for tested grade levels and subjects	Does Not Meet the Learning Objective (1)	Improvement Necessary in the Learning Objective* (2)	Effective Learning Objective (3)	Highly Effective Learning Objective (4)
Learning Objective from Category 1:				
Category 2 Common National, International, Regional, District-Developed Measures: Examples include but are not limited to: Student performances, Portfolios, Products, Projects, Work Samples, Tests	Does Not Meet the Learning Objective (1)	Improvement Necessary in the Learning Objective* (2)	Effective Learning Objective (3)	Highly Effective Learning Objective (4)
Learning Objective from Category 2:				
Category 3 Classroom-based or School-wide measures **Examples include but are not limited to**: Student performances, portfolios, Products, Projects, Work Samples, Tests	Does Not Meet the Learning Objective (1)	Improvement Necessary in the Learning Objective* (2)	Effective Learning Objective (3)	Highly Effective Learning Objective (4)
Learning Objective from Category 3:				

*** Improvement Necessary in the Learning Objective criteria will be developed collaboratively between teacher and assigned administrator.**

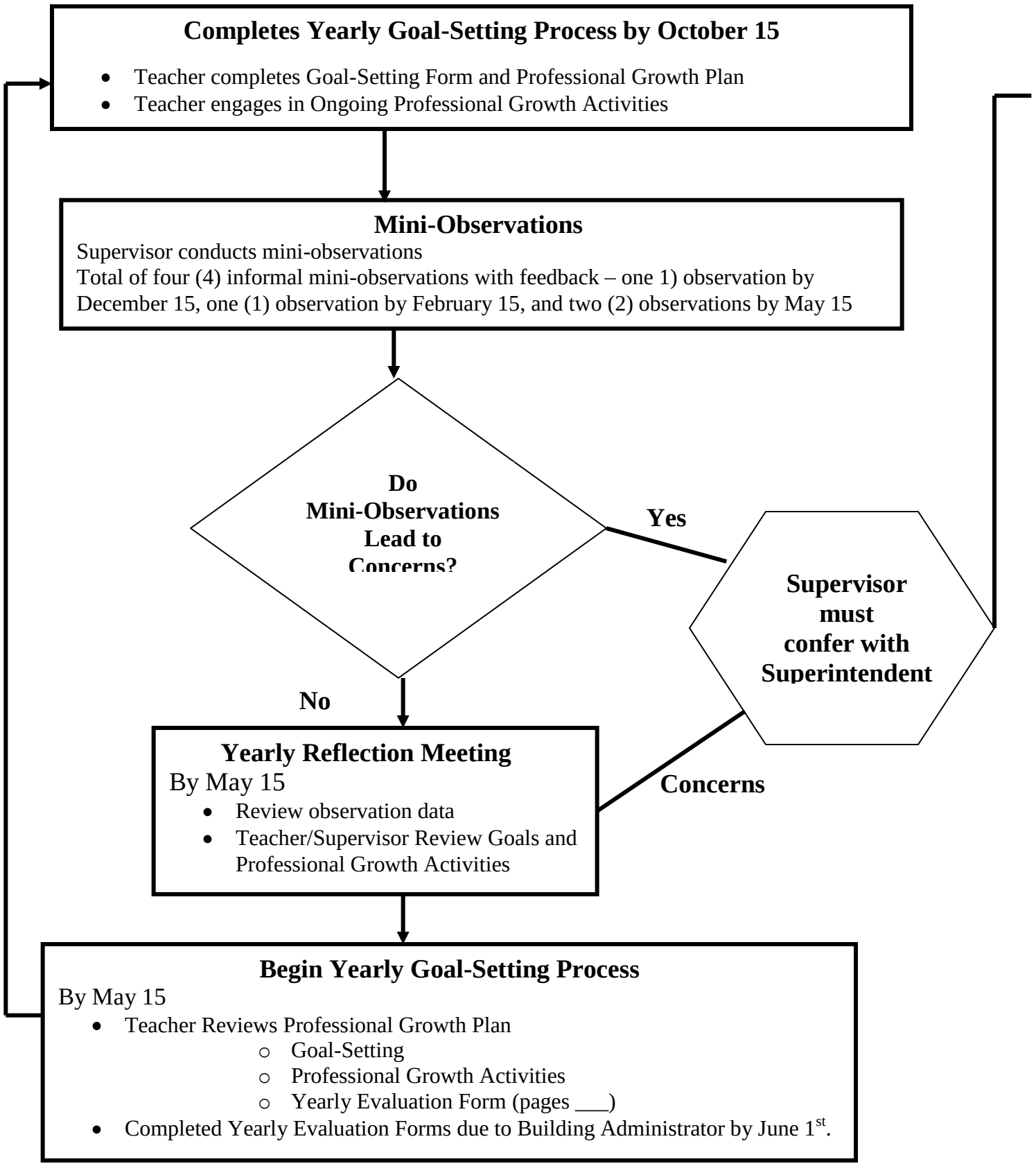
Timeline: Contract Educator (Tier Three)

A teacher reaches contract status after three years of successful teaching (providing the teacher is at or above .5 FTE) in the Sheridan School District. Professional Growth Plans for contract teachers are initiated and developed in collaboration with the principal and, in some cases, with other colleagues. The Professional Growth Plan for contract teachers is open to multiple options allowing the teacher to personalize his or her learning. The teacher and administrator will work together to develop this plan.

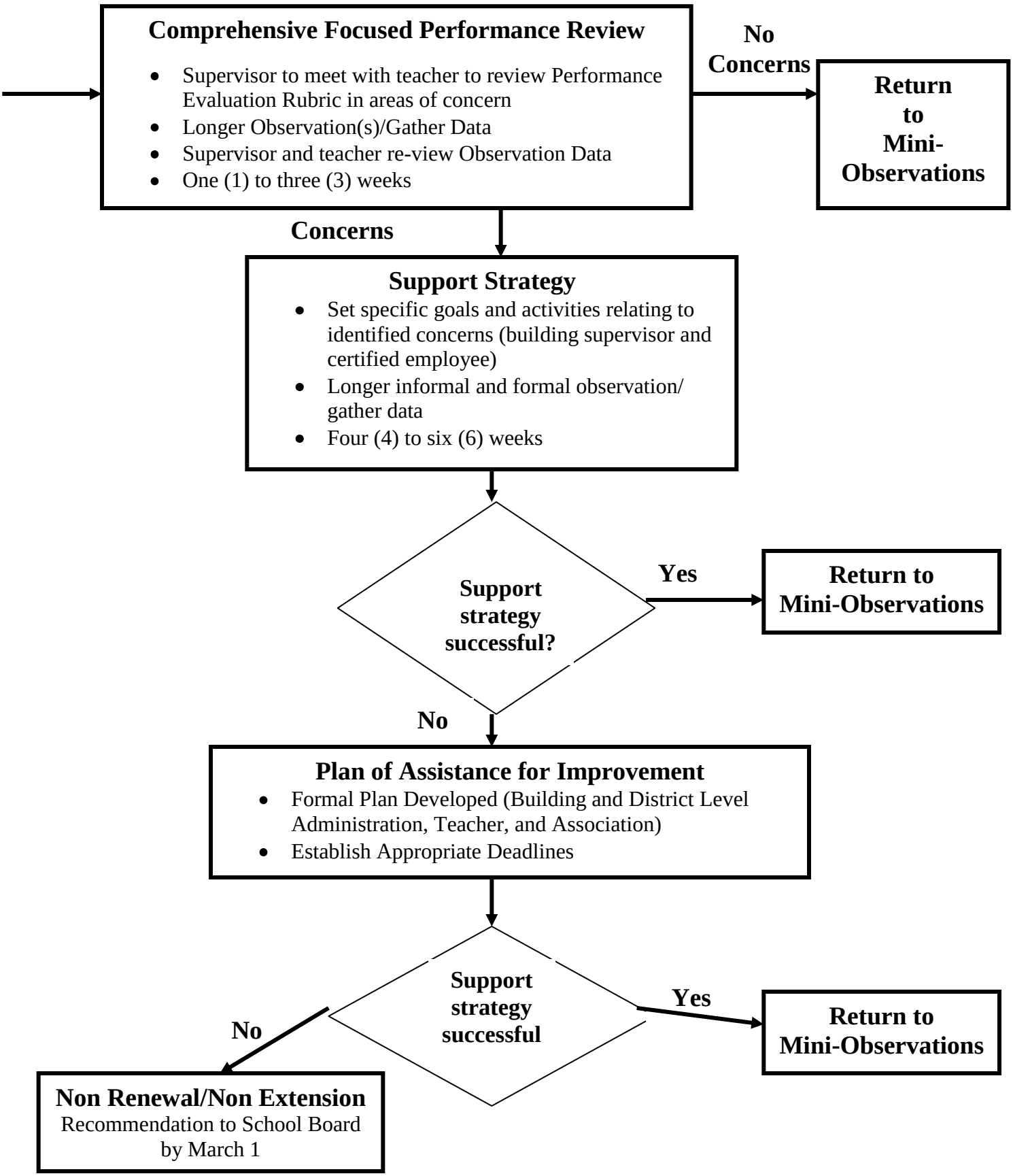
The teacher holds the primary responsibility for his or her professional learning. The teacher will collaborate with the administrator to design the plan, engage in learning, document the learning, and report progress. The teacher and administrator will share responsibility for meeting the stated timelines.

Year One Target Date	**Contract Teachers**
August – By September 15th	Self-Evaluation using rubric
By October 15 of first year	Teacher and administrator confer to select performance goal(s) and to identify a Professional Growth Plan including a reflection on professional growth and a plan to earn PDUs.
September - January	Administrator conducts at least one formal lesson observation during the two year cycle. The formal observation includes a pre and post observation conference. The administrator gathers data and gives written feedback, and the administrator and teacher confer.
On-going	Administrator also will conduct informal observations in the contract teacher's classroom each year.
Jan.-Feb. Mid-Year Review	Teacher and administrator confer regarding professional growth plan progress. Administrator makes recommendations to Superintendent for employment status.
March 1	Administrator submits recommendation and documentation of professional growth to the Superintendent.
Mid-March	School board takes action on employment recommendation.
May 15	If the teacher is on Administrator-Selected Goals, the teacher and administrator confer regarding professional growth plan progress. Evidence of direct consultation and/or multiple observation documentation will be reviewed and recorded. Decision will be made regarding the type of Professional Growth Plan for the following year.
Year Two Target Date	**Contract Teachers**
August By September 15th	Self-Evaluation using rubric
By October 15	Teacher and administrator confer to review the teacher's goals and reflections.
September - January	Administrator conducts at least one formal lesson observation during the two year cycle. The formal observation includes a pre and post observation conference. The administrator gathers data and gives written feedback, and the administrator and teacher confer.
On-going	Administrator also will conduct informal observations in the contract teacher's classroom each year.
March 1	Administrator makes recommendation to Superintendent for employment status.
Mid-March	School board takes action on employment recommendation.
April—October	Teacher and administrator meet to discuss and identify Professional Growth Plan including reflection on professional growth.
June 1	Formal evaluation submitted to Superintendent.

Contract Educator:



Performance Evaluation Flowchart



Contract Educator: Evaluation Cycle

Overview: This two year cycle is available to eligible contract educators. This cycle includes two long term goals and two observations.

The purpose of the Contracted Educator Evaluation Cycle is to provide a structure through which educators may grow professionally, while receiving guidance from the administrator in targeted areas. The focus of the plan is based on the educator's performance relative to the standards and on the educator's reflection of professional growth needs.

Contracted Educator Evaluation Cycle enables educators and administrators to jointly establish plans which identify goals, implementation strategies, timelines, status checkpoints, resources and support. Building and district staff will be available to assist educators in developing their plans. There are two parts to Contracted Educator Evaluation Cycle:

- the targeted standards are improvement and
- self-selected professional growth goals.

Educators and administrators share responsibility for monitoring their goals and will meet with their administrator at least once per year to discuss the status of the goals and consider modifications and/or extensions as well as to reflect on growth experiences.

During an educator's Evaluation Cycle, an administrator may return individual educators to traditional supervision, if the educator's performances relating to the job description or the Standards of Professional Growth indicate the need.

Observations: Within the two-year cycle, a minimum two observations will occur. One observation will be a Level 3 Observation. The other observation may be a Level 1, 2, or 3.

Level 1: Mini-Observations

- Unannounced drop-in of at least 10 minutes.
- Written feedback in a timely manner

Level 2:

- Unannounced drop-in of at least 30 minutes or full lesson, whichever is greater
- Post-conference with written feedback in a timely manner
- Performance evaluation data is collected

Level 3: Formal Observation

- Schedule observation time initiated by educator or supervisor
- Pre-Observation Conference
- Educator informs evaluator of purpose of lesson
- Minimum length of 30 minutes or full lesson, whichever is greater
- Educator and evaluator select/design data collection from appropriate lesson
- Post-conference with a completed Post-Observation Summary Form, in a timely manner
- Performance evaluation data is collected

Goal Setting: At the beginning of the two year cycle, the educator will complete the Self-Reflection Worksheet identifying areas of strength and areas for growth to be shared with the supervisor. The supervisor will provide feedback to educators about their progress towards meeting the standards of professional practice. The feedback will be derived from past evaluations and the observation process. The supervisor will identify the performance standards that need additional growth and target goals using the indicators. The educator and supervisor will discuss activities, timelines, and methods for monitoring progress.

In collaboration with the supervisor, the educator will provide one goal written using the SMART Goal format based on the Oregon Framework for Teacher Evaluation and Support Systems Standards and which may originate from district, building, department, or grade level goals. When writing the goal, educators, educators are to use the data from the Self-Reflection Worksheet (required), the Contracted Evaluation Cycle for Professional Growth Form (required) and the "How to write a SMART Goal" instruction. Goals are to be submitted to the supervisor no later than October 15 in year one of the cycle. Educators on this cycle have the option to collaborate with their supervisor to change or modify the goal each year.

The Self-selected Goal for Professional Growth

As educators will self select a professional growth goal that will reflect a personal desire for improvement in an area of interest or need to support student learning. They will identify the process to be used and the product to be developed. The process used or product developed should match the goal(s) or primary area of focus and reflect specific a specific standard. Sine the purpose of the plan is for inquiry, analysis and reflection, program development, or development of the profession, educators may wish to utilize one or more of the following approaches:

Workshops, Staff Developments	Mentoring
Reflective Journals	Seeking Mentoring
Collaborative Action Research	Peer Coaching
Action Research	Teacher Portfolio
Video and/or Audio Analysis	Professional Learning Community Involvement Projects

The decision about the approach an educator pursues in order to grow professionally and the component of the plan is mutually agreed upon by educator and administrator.

Each self-selected goal will improve the performance of the educator as a professional. Since each plan is based on the individual reflection of their current practice and supervisor feedback, the plans will look considerable different from each other. Although the plans will be quite different, the areas of focus or goal will fall within one of the standards of professional practice.

Monitoring the Plan

The Contracted Educator Cycle includes several checkpoints whereby educator, administrator, and/or colleagues discuss progress and provide support. If revisions are made, the revisions should be noted here. Administrators may ask for revisions if the plan is completed early or does not initially represent a two–year effort.
Educators will meet with their administrators periodically and at least once annually to summarize the outcome of the plan and discuss options. The administrator and the educator share responsibility for monitoring implementation and assessing progress. As the educator reflects upon personal growth, so should be administrator. These conferences must be noted on the *Status Checkpoint/Modification Log.*

Evaluation of Guided Evaluation Cycle

At the end of each year, the educator will complete the Summative Self-Reflection and the supervisor will complete the Supervisor Evaluation Summary. The educator completes the Summative Self-reflection component of the evaluation prior to the administrator completing the summary. Educators may include other documents or products identified in the plan to support the required written self-reflection. The administrator will submit a copy of the Post Conference Summary (2), the Contracted Educator Professional Growth Plan and The Supervisor Evaluation Summary for inclusion in the educator's personnel file by June 15 at the end of each two-year cycle.

Contract Educator: Evaluation Cycle

Self-Reflection Worksheet

Carefully reflect on your teaching performance in all four domains. Complete the Self-Assessment by using the Standards of Professional Practice in this document. **Bring this completed form to the goals conference with your administrator. Key: DN (1)—Does not meet Standard DP (2)—Developing Proficiency PR (3)—Proficient Relative E (4)—Exceeds**

Domain 1				**The Learner and Learning**			Comments
DNM	DP	PR	E	Standard 1:			
1	2	3	4	Learner Development			
				1.1 Demonstrates an understanding of how children/adolescents learn and develop.			
				1.2 Designs and implements developmentally appropriate instruction.			
					Total	÷ 2	=
DNM	DP	PR	E	Standard 2:			
1	2	3	4	Learning Differences			
				2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs			
				2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.			
					Total	÷ 2	=
DNM	DP	PR	E	Standard 3:			
1	2	3	4	Learning Environments			
				3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.			
				3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.			
				3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.			
					Total	÷ 3	=

Domain 1	**The Learner and Learning**	**Score(divide above by 3=)**

Domain 2				**Content**			Comments
DNM	DP	PR	E	Standards 4:			
1	2	3	4	Content Knowledge			
				4.1 Maintains deep knowledge of content standards and learning professions in the discipline(s) and setting(s) s/he teachers.			
				4.2 Integrates culturally relevant content to build on learner's background knowledge.			
				4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.			
					Total	÷ 3	=

DNM	DP	PR	E	Standards 5:			
1	2	3	4	Application of Content			
				5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.			
				5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.			
					Total	÷ 2	=

Domain 2	**Content**	**Score(divide above by 2=)**

Domain 3				**Instructional Practice**			Comments
DNM	DP	PR	E	Standard 6:			
1	2	3	4	Assessment			
				6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.			
				6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.			
				6.3 Engages learners in understanding and identifying qualify work and provides them with effective descriptive feedback to guide their progress.			
					Total	÷ 3	=
DNM	DP	PR	E	Standard 7:			
1	2	3	4	Planning for Instruction			
				7.1 Designs learning experiences aligned to curriculum standards and student needs.			
				7.2 Evaluates and adjusts plans based on student outcomes.			
				7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.			
					Total	÷ 3	=
DNM	DP	PR	E	Standard 8:			
1	2	3	4	Instructional Strategies			
				8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)			
				8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.			
				8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.			
				8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners			

				articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.			
				8.5 Engages all learners in developing higher order thinking skills and meta-cognitive processes.			
					Total	÷ 5	=

Domain 3	**Instructional Practice**	**Score(divide above by 3=)**

Domain 4				**Professional Responsibility**			Comments
DNM	DP	PR	E	Standard 9:			
1	2	3	4	Professional Learning & Ethical Practice			
				9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.			
				9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional proactive.			
				9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.			
					Total	÷ 3	=
DNM	DP	PR	E	Standard 10:			
1	2	3	4	Leadership and Collaboration			
				10.1 Takes an active role on the instructional team.			
				10.2 Works collaboratively with students and families to support and learner development and achievement.			
				10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.			
					Total	÷ 3	=

Domain 4	**Professional Responsibility**	**Score(divide above by 2=)**

Areas meeting standards:

_____
_____
_____
_____
_____

Areas in need of improvement:

_____
_____
_____
_____
_____
_____

Contract Educator: Evaluation Cycle (Goal Setting)
Student Growth & Professional Growth Plan

Teacher	
School	
Administrator	

Teachers must use State or National Assessment data in Category 1 if they are in a tested subject area and grade level and choose at least 1 additional measure in Categories 2 or 3. Teacher in non-tested subject areas and grades must choose at least 2 measures from Categories 1, 2 or 3.

Category 1: State & National Measures	State or National Standardized Assessment results for tested grade levels and subjects
Category 2: Common National, International, Regional, District-Developed Measures	Examples include but are no limited to: Student performances, portfolios, Products, Projects, Work Samples, Tests EASY CBM, Oral Reading Fluency (ORF), On Track Data- any grade, Explore, Accuplacer, ACT
Category 3: Classroom-based or School-wide Measures	Examples include but are not limited to: Student performances, Portfolios, Products, Projects, Work Samples, Tests

Goal-Setting Conference	Content • The goal is being written around which grade/subject/level?	
	Interval of Instruction • What is the duration of the course or subject that the SLO will cover?	
	Context • What are the characteristics or special learning circumstances of my class(es)?	
	Baseline Data • What are the learning needs of my students? • Attach supporting data.	
	Student Growth Goal Statement • Does my goal meet the SMART criteria? • Identify if it is: Category 1, 2 or 3.	
	Strategies for Improvement • How will I help students attain this goal? • Provide specific actions that will lead to goal attainment • What Evidence will be collected?	

Second Student Learning Goal	Content • The goal is being written around which grade/subject/level?	
	Baseline Data • What are the learning needs of my students? • Attach supporting data.	
	Student Growth Goal Statement • Does my goal meet the SMART criteria? • Identify if it is: Category 1, 2 or 3.	
	Strategies for Improvement • How will I help students attain this goal? • Provide specific actions that will lead to goal attainment • What Evidence will be collected? •	

Professional Goal-Setting Conference	Professional Growth goal: • What do I want to change about my instruction that will effectively impact student learning? • What is my personal learning necessary to make that change? • What are my measures or success? • What Evidence will be collected?	
	Resources and Support: • What resources and support do I need to meet my Professional Growth Goal?	

Mid-Year Review	Collaborative Mid-Year Goal Review • What progress has been made? • Include a reflection on goals • Attach supporting data				
	Strategy Modification • What adjustments need to be made to my strategies?				
	Teacher Signature:	Date:	Administrator Signature:	Date:	

Summative	End-of-Year Data • What does the end of the year data show? • Attach data				
	Reflection on Results • Overall, what worked, or what should be refined?				
	Professional Growth Plan • How can I use these results to support my professional growth?				
	Teacher Signature:	Date:	Administrator Signature:	Date:	

Sheridan School District 48J

Contracted Educator: Evaluation Cycle

Status Checkpoints/Modification Log

(Use if Necessary)

Educators Name: _____

Date	Status / Change	Initials	
		Educator	Admin.

Contract Educator: Evaluation Cycle

SUMMATIVE SELF-REFLECTION

(Educator fills out and brings to end-of-year conference)

Educator _____ Assignment _____

School _____ School Year _____

1. Identify and describe your level of performance based on the rubrics for the Domains and Standards of Professional Practice.

Carefully reflect on your teaching performance in all four domains. Complete the Self-Reflection by using the Standards of Professional Practice in the Appendix of this document.
Bring this completed form to the goals conference with your administrator.

Key: DN (1)—Does not meet Standard DP (2)—Developing Proficiency PR (3)—Proficient Relative E (4)—Exceeds

Domain 1				**The Learner and Learning**			Comments
DNM	DP	PR	E	Standard 1:			
1	2	3	4	Learner Development			
				1.1 Demonstrates an understanding of how children/adolescents learn and develop.			
				1.2 Designs and implements developmentally appropriate instruction.			
					Total	÷ 2	=
DNM	DP	PR	E	Standard 2:			
1	2	3	4	Learning Differences			
				2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs			
				2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.			
					Total	÷ 2	=
DNM	DP	PR	E	Standard 3:			
1	2	3	4	Learning Environments			
				3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.			
				3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.			
				3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.			
					Total	÷ 3	=

Domain 1	**The Learner and Learning**	**Score(divide above by 3=)**

Domain 2				**Content**			Comments
DNM	DP	PR	E	Standards 4:			
1	2	3	4	Content Knowledge			
				4.1 Maintains deep knowledge of content standards and learning professions in the discipline(s) and setting(s) s/he teachers.			
				4.2 Integrates culturally relevant content to build on learner's background knowledge.			
				4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.			
					Total	÷ 3	=
DNM	DP	PR	E	Standards 5:			
1	2	3	4	Application of Content			
				5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.			
				5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.			
					Total	÷ 2	=

Domain 2	**Content**	**Score(divide above by 2=)**

Domain 3				**Instructional Practice**			Comments
DNM	DP	PR	E	Standard 6:			
1	2	3	4	Assessment			
				6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.			
				6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.			
				6.3 Engages learners in understanding and identifying qualify work and provides them with effective descriptive feedback to guide their progress.			
					Total	÷ 3	=
DNM	DP	PR	E	Standard 7:			
1	2	3	4	Planning for Instruction			
				7.1 Designs learning experiences aligned to curriculum standards and student needs.			
				7.2 Evaluates and adjusts plans based on student outcomes.			
				7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.			
					Total	÷ 3	=

DNM	DP	PR	E	Standard 8:			
1	2	3	4	Instructional Strategies			
				8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)			
				8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.			
				8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.			
				8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.			
				8.5 Engages all learners in developing higher order thinking skills and meta-cognitive processes.			
					Total	÷ 5	=

Domain 3	**Instructional Practice**	**Score(divide above by 3=)**

Domain 4				**Professional Responsibility**			Comments
DNM	DP	PR	E	Standard 9:			
1	2	3	4	Professional Learning & Ethical Practice			
				9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.			
				9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional proactive.			
				9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.			
					Total	÷ 3	=
DNM	DP	PR	E	Standard 10:			
1	2	3	4	Leadership and Collaboration			
				10.1 Takes an active role on the instructional team.			
				10.2 Works collaboratively with students and families to support and learner development and achievement.			
				10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.			
					Total	÷ 3	=

Domain 4	**Professional Responsibility**	**Score(divide above by 2=)**

2. What have you learned or re-learned from the observations and the professional development activities in which you have taken part this year?

3. Describe a standard in which you have demonstrated substantial competence.

4. Based on the analysis of your performance, what goals will you be focusing on as you move toward with your professional growth, or what new goals do you anticipate including in your professional goals for next year?

5. Describe how you have supported the school's improvement plan.

6. List the professional development activities in which you participated during the year.

Educator Signature: _____ Date: _____

Administrator: _____ Date: _____

Contract Educator: Evaluation Cycle

Pre-Observation Reflection
(Teacher fills out and brings to pre-observation conference)
_____School Year

***Please attach a lesson plan for the time you will be observed.**

Teacher _____ School _____ Assignment_____
Observer _____ Pre-Conference Date/Time _____
Observation Date/Time_____ Post-Conference Date/Time _____
Contract Status _____

1. What is your instructional objective(s)? What do you want your students to know and do as a result of your instruction?
2. Explain how this helps to meet district power standards. What standards does it meet?
3. Briefly describe instructional activities and materials that you plan to use. How will the curriculum be taught?
4. How will you provide differentiated instruction to meet the range of needs of your students (developmental and ability levels)?
5. Describe assessment procedures that will be used. How will you know that your students have met the objectives of the lesson?
Observation objectives (something specific that you would like the observer to focus on):

6. Explain the difficulties students typically experience in this area and how you plan to accommodate for the special needs of your students/diverse population in your class.
    b. How do you plan to anticipate those difficulties, enabling your students to persist with the work?

7. State the Standard(s) that your lesson will address.
    b. Relate to other content areas

8. Explain how you plan to assess student achievement of the goals. (Test, performance task, scoring guides.)
    a. What procedures will you use?
    b. What products will the students produce?

9. Explain anything else the observer should know about your class or your classroom procedures.

Sheridan School District

Contract Educator: Post-Observation Summary Form

Required for Formal and Informal Observation

Educator: _____ Subject: _____ Grade(s): _____

Administrator: _____ Date/Time: _____

The purpose of the observation is to assess educator's professional standards

Domain 3: Instructional Practice __ 6.1 Designs and selects assessments that match learning objectives __ 6.3 Engages Learners __ 7.2 Evaluates and adjusts plans based on student outcomes __ 8.3 Uses a variety of instructional strategies __ 8.5 Engages all learners	Commendations: Recommendations:
Domain 1: The Learner and Learning: __ 1.2 Designs and implements appropriate instruction. __ 2.1 Incorporates tools to support academic language proficiency. __ 3.1 Manages classroom procedures __3.2 Communicates with students __3.3 Establishes a safe and productive learning environment	Commendations: Recommendations:

Domains 2 and 4 may be identified from the observation:

Educator comments (Optional):

_____ _____

Educator Signature Date Administrator Signature Date

Teacher (original)

Sheridan School District 48J

Supervisor Evaluation Summative

Educator: _____ Grade/Subject Area: _____

Supervisor: _____ School Year: _____

Educator Status: Probationary 1 __ 2 __ 3 __ Temporary __ Contract Status __

As appropriate: Formal Observations Dates _____

Informal Observations Dates _____

Date of Goal Conference _____ Date of Final Conference _____

Carefully reflect on your teaching performance in all four standards. Complete the Self-Assessment by using the Standards of Professional Practice in this document. Prepare to discuss your performance in all standards during the goals conference with your administrator.

Key: DN (1)—Does not meet Standard DP (2)—Developing Proficiency PR (3)—Proficient Relative E (4)—Exceeds

Domain 1				**The Learner and Learning**			Comments
DNM	DP	PR	E	Standard 1:			
1	2	3	4	Learner Development			
				1.1 Demonstrates an understanding of how children/adolescents learn and develop.			
				1.2 Designs and implements developmentally appropriate instruction.			
					Total	÷ 2	=
DNM	DP	PR	E	Standard 2:			
1	2	3	4	Learning Differences			
				2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs			
				2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.			
					Total	÷ 2	=
DNM	DP	PR	E	Standard 3:			
1	2	3	4	Learning Environments			
				3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.			
				3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.			
				3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.			
					Total	÷ 3	=

Domain 1	**The Learner and Learning**	**Score(divide above by 3=)**

Domain 2				**Content**			Comments
DNM	DP	PR	E	Standards 4:			
1	2	3	4	Content Knowledge			
				4.1 Maintains deep knowledge of content standards and learning professions in the discipline(s) and setting(s) s/he teachers.			
				4.2 Integrates culturally relevant content to build on learner's background knowledge.			
				4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.			
					Total	÷ 3	=
DNM	DP	PR	E	Standards 5:			
1	2	3	4	Application of Content			
				5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.			
				5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.			
					Total	÷ 2	=

Domain 2	**Content**	**Score(divide above by 2=)**

Domain 3				**Instructional Practice**			Comments
DNM	DP	PR	E	Standard 6:			
1	2	3	4	Assessment			
				6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.			
				6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.			
				6.3 Engages learners in understanding and identifying qualify work and provides them with effective descriptive feedback to guide their progress.			
					Total	÷ 3	=
DNM	DP	PR	E	Standard 7:			
1	2	3	4	Planning for Instruction			
				7.1 Designs learning experiences aligned to curriculum standards and student needs.			
				7.2 Evaluates and adjusts plans based on student outcomes.			
				7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.			
					Total	÷ 3	=

DNM	DP	PR	E	Standard 8:			
1	2	3	4	Instructional Strategies			
				8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)			
				8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.			
				8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.			
				8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.			
				8.5 Engages all learners in developing higher order thinking skills and meta-cognitive processes.			
					Total	÷ 5	=

Domain 3	**Instructional Practice**	**Score(divide above by 3=)**

Domain 4				**Professional Responsibility**			Comments
DNM	DP	PR	E	Standard 9:			
1	2	3	4	Professional Learning & Ethical Practice			
				9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.			
				9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional proactive.			
				9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.			
					Total	÷ 3	=
DNM	DP	PR	E	Standard 10:			
1	2	3	4	Leadership and Collaboration			
				10.1 Takes an active role on the instructional team.			
				10.2 Works collaboratively with students and families to support and learner development and achievement.			
				10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.			
					Total	÷ 3	=

Domain 4	**Professional Responsibility**	**Score(divide above by 2=)**

Sheridan School District
Quality Instruction Performance Summary

Teacher: _____ Date: _____

Standards of Quality Instruction: Proposed 80% of Summative Evaluation Score						
Final Domain Scores:			Does Not Meet Standard (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)
Domain 1: The Learner and Learning						
Domain 2: Content						
Domain 3: Instructional Practice						
Domain 4: Professional Responsibility						
Standards of Instruction Overall Score	***	**	*	*	*	*
***Total the scores for each column** ****Add the scores within this row and divide by 4** *****This should be the overall score for the Standards of Instruction.**						
Student Learning & Growth: Proposed 20% of Summative Evaluation score						
Student Learning & Growth Outcomes:			Does Not Meet Standard (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)
Category 1: State & National Measures						
Category 2: Common National, International, Regional, District-Developed Measures						
Category 3: Classroom-based or School-wide Measures						
Professional Growth Goal						
Student Learning & Growth Overall Score	***	**	*	*	*	*
***Total the scores for each column** ****Add the scores within this row and divide by 4** *****This should be the overall score for the Standards of Instruction.**						

Standards of Instruction	**Final Score X .8**	=
Student Learning & Growth	**Final Score X.2**	**=**
Evaluation Score	**Total**	

1. Significant Achievements:

2. Focus Areas for Growth and/or additional comments:

3. Evaluator recommendation:

□ **Continuation of Employment**

□ **Termination of Employment**

□ **Other: _____**

4. □ Teacher's response attached, if desired, as provided by law [ORS 342.850(6)]

5. The following attachments are a part of this report:

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

*****Educator's response may be attached.

Student Learning and Growth Outcomes

Student Learning & Growth: Proposed 20% of Summative Evaluation score				
The student learning & growth is piloted for 2013-2014 school year and will not be calculated in the final summative evaluation score. **Teachers must use State or National assessment data in Category 1 if they are in a tested subject area and grade level and choose at least 1 additional measure in Categories 2 or 3. Teachers in non-tested subjects and grades must choose at lease 2 measures from Categories 1, 2 or 3 for the Student Learning & Growth component of their evaluation.				
Category 1 Sate & National Measures State or National Standardized Assessment results for tested grade levels and subjects	Does Not Meet the Learning Objective (1)	Improvement Necessary in the Learning Objective* (2)	Effective Learning Objective (3)	Highly Effective Learning Objective (4)
Learning Objective from Category 1:				
Category 2 Common National, International, Regional, District-Developed Measures: Examples include but are not limited to: Student performances, Portfolios, Products, Projects, Work Samples, Tests	Does Not Meet the Learning Objective (1)	Improvement Necessary in the Learning Objective* (2)	Effective Learning Objective (3)	Highly Effective Learning Objective (4)
Learning Objective from Category 2:				
Category 3 Classroom-based or School-wide measures **Examples include but are not limited to**: Student performances, portfolios, Products, Projects, Work Samples, Tests	Does Not Meet the Learning Objective (1)	Improvement Necessary in the Learning Objective* (2)	Effective Learning Objective (3)	Highly Effective Learning Objective (4)
Learning Objective from Category 3:				

*** Improvement Necessary in the Learning Objective criteria will be developed collaboratively between teacher and assigned administrator.**

Sheridan School District 48J

Licensed Staff Assessment and Evaluation Rubric

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DOMAIN I: THE LEARNER & LEARNING
STANDARD 1: LEARNER DEVELOPENT
The teacher understands how learners grow and develop, recognizing the patterns of learning an development vary individually within and across the cognitive, linguistic, social emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

STANDARD 1: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
1.1 Demonstrates an understanding of how children/adolescents learn and develop	Demonstrates minimal knowledge of student patterns of learning and development.	Demonstrates basic knowledge of student patterns of learning and development.	Demonstrates thorough knowledge of student patterns of learning and development	Is a resource for colleagues in understanding and interpreting student patterns of learning and development.
1.2 Designs and implements developmentally appropriate instruction.	Implements activities and assignments that are not developmentally appropriate for students.	Implements some activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that challenge each student at his/her developmental level.

UIDING QUESTIONS	EVIDENCE EXAMPLES
• How is student data used to modify instruction? • Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding? • Is there a demonstrated understanding of student development?	• Analysis of pre- and post-assessment data • Ongoing formative assessment data • Provides developmentally appropriate instruction within their content area • Uses flexible grouping based on on-going analysis of learning styles and developmental needs • OAKS/Smarter Balance Data, Dibels, Portfolios and/or Work Samples (***Additional Examples Next Page***)

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STANDARD 1: LEARNER DEVELOPENT

The teacher understands how learners grow and develop, recognizing the patterns of learning an development vary individually within and across the cognitive, linguistic, social emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

MUSIC GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• How is student/group response used to modify instruction? • Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding? • Is there a demonstrated understanding of student/group development? • Are learning styles and developmental needs of students/groups recognized and appropriately responded to?	• Ongoing formative assessment; included aural, visual and written, is evident. • Provides developmentally appropriate instruction within their content area. • Uses flexible grouping based on on-going analysis of learning styles and developmental needs • Examples of modified materials created in response to student/group performance.

SPECIAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

Please note: A student's developmental age may not necessarily equal his/her chronological age and/or instructional level.

GUIDING QUESTIONS	EVIDENCE
• How is student data used to modify instruction? • Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding? • Are learning styles and developmental needs of students/groups recognized and appropriately responded to? • Are learning styles and developmental needs of student recognized and appropriately used to modify instruction? • Is there a demonstrated knowledge of disabilities and their input? • Is there a demonstrated connection between IEP goals and instruction?	• Analysis of pre- and post-assessment data • Ongoing formative assessment data • Uses flexible grouping based on on-going analysis of learning styles and developmental needs • Examples of modified materials created in response to student/group performance. • Comprehensive present level of performance that drive goal development and specially-designed instruction on the IEP

PHYSICAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Are lessons and activities age and developmentally appropriate? • Are lessons and activities presented in alignment with developmental stages?	• Examples of modified activities. • Examples of modified equipment. • Use of modified equipment.

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DOMAIN I: THE LEARNER & LEARNING
STANDARD 2: LEARNING DIFFERENCES
The teacher understands of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

STANDARD 2: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs.	Does not differentiate instruction according to students' learning differences or needs	While not always effective, attempts to differentiate instruction according to students' learning differences or needs	Differentiates instruction according to students' learning differences or needs	Anticipates individual students' learning needs by proactively designing differentiated instruction, and makes effective differentiation decisions while teaching.
2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.	Does not use strategies and tools to support student development of academic language proficiency.	While not always effective, attempts to use strategies and tools to support student development of academic language proficiency.	Uses strategies and tools to support student development of academic language proficiency.	Cultivates student independence in the development of academic language.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
• Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understandings or skills? • Is an understanding of students' needs and backgrounds demonstrated? • Are high expectations for all students consistently communicated? • Are tools of language development sued to scaffold learning for diverse students?	• Documentation of instructional testing accommodations and modifications for students • Anecdotal notes on student learning differences • Records showing communication with student, parents, and specialists regarding student learning needs • Documentation of how students respond to varied teaching strategies

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STANDARD 2: LEARNING DIFFERENCES

The teacher understands of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

MUSIC GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Are appropriate modifications utilized to meet student needs? • Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understanding or skills? • Is an understanding of the students' needs demonstrated? • Are high expectations for all students consistently communicated and developed? • Accounting for student differences, are the individual students encouraged to participate in the group setting?	• Accommodations or modifications used to meet student/group needs. • Records showing communication with students, parents and specialists regarding student learning needs when applicable. • Narrative demonstrating an awareness of how students respond to varied teaching strategies.

SPECIAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

Please note: A student's developmental age may not necessarily equal his/her chronological age and/or instructional level.

GUIDING QUESTIONS	EVIDENCE
• Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understandings or skills? • Is an understanding of students' needs and backgrounds demonstrated? • Are high expectations for all students consistently communicated? • Are tools of language development sued to scaffold learning for diverse students? • Participation in IEP meetings?	• Documentation of instructional testing accommodations and modifications for students • Anecdotal notes on student learning differences • Records showing communication with student, parents, and specialists regarding student learning needs • Documentation of how students respond to varied teaching strategies • Notes from IEP meetings

PHYSICAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Are all students able to participate in activities with modifications? • Participation in PLC meetings?	• Photos and/or videos of modified activities • Notes from PLC meetings

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DOMAIN I: THE LEARNER & LEARNING
STANDARD 3: LEARNING ENVIRONMENTS
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

STANDARD 3: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.	Ineffectively designs and manages the learning environment and/or instructional time, resulting in students failing to engage in learning.	While not always effective, designs and manages the learning environment and/or instructional time to accommodate students' needs and involvement in learning.	Designs and manages the learning environment and instructional time to accommodate all students' needs and involvement in learning.	Proactively establishes systems in which both teacher and students manage the learning environment, transitions and instructional time to maximize active involvement in learning for all students.
3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.	Does not build a classroom community based upon shared values and expectations. At times fails to communicate with students in a fair and respectful manner.	While not always effective, attempts to build a classroom community based on shared values and expectations. Communicates with students in a fair and respectful manner.	Creates a positive classroom community based on shared values and expectations for respectful interactions with regard to race, culture, gender, sexual orientation, religion, socioeconomic status, and exceptionalities.	Collaborates with students to facilitate their self-reflection and ownership for ongoing improvement of the classroom community based upon respect, fairness and the inherent value of all members.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
• In what ways is the environment organized to engage students in learning? • Is a behavior system in place which promote a climate of respect and learning? • Are respect, safety, and value for differing perspectives and cultural backgrounds communicated through language, behavior, and the classroom environment? • Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year?	• Expectations that are developed collaboratively, posted, and referred to as needed • Groupings of students which are utilized for content discussions and teamwork • Classroom organization, equipment, and materials are easily accessible and complement the instructional focus • Documentation of modifications in the classrooms environment to improve student success (e.g., visual schedules, cues for strategies/behavior) • Capturing Kids Hearts • Collaborative Problem Solving

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DOMAIN I: THE LEARNER & LEARNING

STANDARD 3: LEARNING ENVIRONMENTS (CONTINUED)

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

STANDARD 3: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.	Minimal standards of conduct or systems for performing non-instructional tasks are in place. Teacher either does not monitor student behavior or responds inconsistently.	Standards of conduct and systems form performing non-instructional tasks are in place; however, they are at times inconsistent or unclear. Teacher monitors student behavior and responds with moderate effectiveness.	Standards of conduct clear; efficient systems for performing non-instructional tasks are in place. Teacher monitors student behavior and responds effectively.	Standards of conduct and efficient systems encourage students to independently monitor their behavior and performance. Monitoring by teacher is subtle and preventive.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
• In what ways is the environment organized to engage students in learning? • Is a behavior system in place which promote a climate of respect and learning? • Are respect, safety, and value for differing perspectives and cultural backgrounds communicated through language, behavior, and the classroom environment? • Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year?	• Expectations that are developed collaboratively, posted, and referred to as needed • Groupings of students which are utilized for content discussions and teamwork • Classroom organization, equipment, and materials are easily accessible and complement the instructional focus • Documentation of modifications in the classrooms environment to improve student success (e.g., visual schedules, cues for strategies/behavior) • Capturing Kids Hearts • Collaborative Problem Solving

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STANDARD 3: LEARNING ENVIRONMENTS

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

MUSIC GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• No changes/additions.	• Expectations that are developed collaboratively, posted, and referred to as needed • Uses a variety of student groupings for musical growth. • When physically possible, classroom organization, equipment, and materials are easily accessible and complement the instructional focus. • Creates ways to efficiently manage and transport teaching materials and classroom supplies between multiple instructional spaces. • Modifies the classroom environment to improve student success (e.g. visual schedule, cues for strategies/behavior, arrangement of equipment). • Capturing Kids Hearts and/or Collaborative Problem Solving

SPECIAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• In what ways is the environment organized to engage students in learning? • Is a behavior system in place which promote a climate of respect and learning? • Is the behavior system appropriate for the classroom focus? • Are respect, safety, and value for differing perspectives and cultural backgrounds communicated through language, behavior, and the classroom environment? • Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year? • How is the environment organized to address students' disabilities? (Lack of visual clutter, clear traffic patterns, tec.) • Are positive strategies incorporated to help students cope with frustrations in the learning situation that may be associated with their disability? • Are tasks and learning/social situations modified to optimize student success?	• Expectations that are clear, consistent, and referred to as needed. • Groupings of students, when appropriate, which foster content discussions and teamwork • Classroom organization, equipment, and materials are easily accessible and complement the instructional focus • Documentation of modifications in the classrooms environment to improve student success (e.g., visual schedules, cues for strategies/behavior) • Documentation of student behavior management system based on the type of classroom • Capturing Kids Hearts • Collaborative Problem Solving

PHYSICAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Are all students participating in activities?	• Documentation and demonstration of procedures which provide for efficient transitions between activities and classes • Visual aids which help students successfully participate in activities

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DOMAIN 2: CONTENT

STANDARD 4: CONTENT KNOWLEDGE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

STANDARD 4: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
4.1 Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) s/he teachers.	Displays minimal content knowledge. Instructional practices indicate little awareness of learning progressions and such knowledge is incomplete or inaccurate.	Displays basic content knowledge. Instructional practices indicate some awareness of learning progressions, although such knowledge may be incomplete or inaccurate.	isplays thorough content knowledge. Instructional practices reflect understanding of learning progressions within the discipline.	Mastery of content knowledge and learning progressions allow flexible adjustments to address students at their current level of understanding to either remediate or deepen their understanding.
4.2 Integrates culturally relevant content to build on learner's background knowledge.	Demonstrates inadequate knowledge of learners' cultural backgrounds and experiences and lacks ability to design learning experiences as a result	Demonstrates limited knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences.	Designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences.	Designs learning experiences that integrate culturally relevant content for each student within the context of the curriculum.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
• Are opportunities created to develop academic language as a part of the content instruction? • Is instruction connected to state content standards? • Are multiple levels of questionings strategies used to engage students? • Do students understand the purpose of lessons and value of the content area being taught?	• Use a varied questioning techniques and levels of questions • Providing diverse perspectives through a variety of resources (e.g., discussion, readings, guests, online sources) • Presentation of content standards is ways which are clear and meaningful • Uses tools of language development to scaffold learning of academic language (ELD, GLAD, SIOP)

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DOMAIN 2: CONTENT
STANDARD 4: CONTENT KNOWLEDGE
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

STANDARD 4: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.	Does not apply strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	While not always effective, attempts to apply strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	Applies strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	Creates an interactive environment where students take the initiative to independently understand, question and analyz ideas from diverse perspectives within the discipline.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
• Are opportunities created to develop academic language as a part of the content instruction? • Is instruction connected to state content standards? • Are multiple levels of questionings strategies used to engage students? • Do students understand the purpose of lessons and value of the content area being taught?	• Use a varied questioning techniques and levels of questions • Providing diverse perspectives through a variety of resources (e.g., discussion, readings, guests, online sources) • Presentation of content standards is ways which are clear and meaningful • Uses tools of language development to scaffold learning of academic language (ELD, GLAD, SIOP)

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STANDARD 4: CONTENT KNOWLEDGE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

MUSIC GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Are opportunities created to develop academic language as a part of the content instruction? • Is instruction connected to state content standards? • Are multiple levels of questionings strategies used to engage students? • Are students actively participating in rehearsals and/or music classes? • Do students' experiences integrate culturally relevant content and build on learners' background knowledge? • Do learning experiences integrate culturally relevant content and build on learners' background knowledge? • Are students engaged in the performance of music? • Are students encouraged to demonstrate a mature level of musical expression?	• Practice logs, music theory worksheets, curriculum-based writing work samples, note tests, performance tests, rhythm worksheets • A variety of music from different cultures. • Use of varied questioning techniques and levels of questions. • Presentation of content standards in ways which are clear and meaningful. • Pursues professional development activities and opportunities specific to content area.

SPECIAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Are opportunities created to develop academic language as a part of the content instruction? • Is instruction related to students' IEP. • Are IEP goals related to state content standards at the student's developmental/instructional level? • Are multiple levels of questioning strategies used to engage students? • Is the purpose of the lesson clear?	• Use a varied questioning techniques and levels of questions • Presentation of content standards occurs at the students' instructional level(s) and in ways that are clear and meaningful. • Use of a variety of communication supports (e.g., augmentative communication, visual system) to assist students in building social and academic language. • IEP paperwork completed and compliant with Federal, state, and district timelines. • IEP paperwork contains all necessary components (e.g., eligibility attachments, IEP progress).

PHYSICAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Are opportunities created to develop content language as a part of instruction? • Is there a clear reason and purpose for activities?	• Posted learning targets and standards for activities. • Posted components of critical elements. • Photos and/or video of student participation in activities.

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DOMAIN 2: CONTENT
STANDARD 5: APPLICATION OF CONTENT
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

STANDARD 5: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.	Does not design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	While not always effective, attempts to design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Designs learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Embeds interdisciplinary connections within curriculum, allowing students to independently relate these connections to key concepts and underlying themes.
5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.	Does not encourage students' formation of independent ideas and creative approaches.	Applies strategies that may allow students to form independent ideas and creative approaches that are sometimes connected to relevant content.	Applies strategies that facilitate students' formation of independent ideas and creative approaches that are connected to relevant content.	Creates an environment that regularly encourages students' formation of independent ideas and creative approaches.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
• How is content made "real" to students as they reach the level of application? • Are students' literacy skills supported by instruction which allows them to access and demonstrate understanding of the content area? • What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively? • Are activities used to allow students to demonstrate the ability to apply content?	• Use of multiple activity formats which allow students to communicate critically and creatively in the content area (e.g., speeches, debates, written work) • Application of the Comprehensive Literacy Model and associated strategies to encourage literacy development across curriculum and ensure access to content • Inquiry methods which are purposefully chosen to connect with real-world content application and involve other disciplines

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STANDARD 5: APPLICATION OF CONTENT

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

MUSIC GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Are students applying their content knowledge in performance? • Do students' music literacy skills allow them to access and demonstrate understanding of the content area? • Do methods used bring students to a level of understanding which allows them to think critically and creatively? • Are activities used that allow students to demonstrate the ability to apply content? • Do students use music literacy skills to access and demonstrate knowledge of the content area?	• Conducts interesting and well-aced classes using a variety of instrumental and/or vocal techniques. • Use of multiple activity formats which allow students to communicate critically and creatively in the content area (e.g. solos, ensemble, sight reading, rehearsal, performance, composition, improvisation, analysis). • Application of the Comprehensive Literacy Model and appropriate strategies to encourage literacy development across curriculum and ensure access to content. • Inquiry methods which are purposefully chosen to connect with content application and involve other disciplines.

SPECIAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• How is content made "real" to students as they reach the level of application? • Are students' literacy skills supported by instruction which allows them to access and demonstrate understanding of the content area? • What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively? • Are activities used to allow students to demonstrate the ability to apply content?	• Use of multiple activity formats which allow students to communicate critically and creatively in the content area (e.g., speeches, written work, varied communication systems - visual, augmentative communication) • Application of the Comprehensive Literacy Model and associated strategies to encourage literacy development at the student's instructional level • Activities which are purposefully chosen to connect with real-world content application at the student's instructional level • Modifications and adaptations of materials used in the classroom to help with application of content (e.g., built up spoons, visual schedules, assistive technology, therapy balls)

PHYSICAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Are students taught to solve problems in age-appropriate ways? • Are students encouraged to create their own games and activities? • Do students participate in managing activities? • Are students encouraged to participate in physical activity outside of the physical education class? • Are activities designed to incorporate local and global events?	• Use of multiple activity formats which allow students to demonstrate skills in content area. • Extracurricular activity clubs. • Photos and/or video of students performing activities/skills • Posted global discussion ideas/questions • Student log of physical activity.

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DOMAIN 3: INSTRUCTIONAL PRACTICE
STANDARD 6: ASSESSMENT
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

STANDARD 6: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.	Assessments are not aligned with learning objectives and/or do not enable students to demonstrate their learning.	Constructs and/or selects formative and summative assessments that sometimes do not align with learning objectives, and may use limited measures for learners to demonstrate what they know.	Constructs and/or selects formative and summative assessments that align with learning objectives and use multiple measures for learners to demonstrate what they know.	Constructs and/or selects assessments that clearly inform students of their progress and encourage them to take responsibility for their learning by showing an understanding of where they are and their next steps for learning.
6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.	Uses assessment solely as a means to determine a grade and/or neither examines assessment data independently nor with colleagues to inform instructional decisions.	Documents, analyzes and interprets limited student assessment data independently and with colleagues, and/or assessment data is sometimes used to identify student learning needs.	Documents, analyzes and interprets a variety of student assessment data, independently and with colleagues, to identify individual student learning needs, trends, and patterns among groups of students to inform instruction.	Documents, analyzes and interprets a variety of student assessment data, independently and with colleagues, resulting in a continuous feedback loop of effective assessment informing effective instruction.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
• Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study? • Is assessment data reviewed, both individually and in collaboration with others (such as a team or PLC) to differentiate future instruction? • Do students receive timely and effective feedback to guides their academic progress?	• Data notebooks with formative and summative assessment results • Work samples scored with team input to ensure inter-rater reliability • Differentiation in analysis of student work with consideration of special needs of students • Conferences with students to discuss academic goals and growth plans

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STANDARD 6: OVERALL

DNM	DP	PR	E

STANDARD 6: ASSESSMENT (CONTINUED)

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

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
6.3 Engages learners in understanding and indentifying quality work and provides them with effective descriptive feedback to guide their progress.	Performance standards are not provided to students. Rarely provides models or guidance for students to improve the quality of their work.	Provides explicit performance standards for student work. Provides models and guides students in methods for improving the quality of their work.	Models and facilitates processes that involve students in examining and assessing their work products, both individually and collectively, using clearly defined performance standards. Allocates time to provide specific descriptive feedback to individual learners.	Sometimes provides performance standards for student work and/or standards may lack specific expectations. Sometimes provides models and guides students in methods for improving the quality of their work.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
• Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study? • Is assessment data reviewed, both individually and in collaboration with others (such as a team or PLC) to differentiate future instruction? • Do students receive timely and effective feedback to guides their academic progress?	• Data notebooks with formative and summative assessment results • Work samples scored with team input to ensure inter-rater reliability • Differentiation in analysis of student work with consideration of special needs of students. • Conferences with students to discuss academic goals and growth plans

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STANDARD 6: ASSESSMENT

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

MUSIC GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Are students allowed to demonstrate skills and knowledge in a variety of assessment formats? • Are students exposed to a variety of assessment strategies? • Is assessment being reviewed both individually and in collaboration with others (such as a team or PLC) to differentiate future instruction where possible? • Do students receive timely and effective verbal and/or written feedback to guide their musical progress? • Does the teacher have the ability to diagnose students' musical deficiencies?	• Portfolios, recordings of performances, printed programs. • Conferences with students/groups to discuss goals and growth plans. • Comments from adjudicated performances. • Student or ensemble demonstrations of improvement based on verbal feedback.

SPECIAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study? • Is assessment data reviewed, both individually and in collaboration with others (such as IEP teams, instructional team, or PLC) to differentiate future instruction? • Do students receive timely and effective feedback to guides their academic progress? • Is there evidence of a data collection system?	• Data notebooks with formative and summative assessment results • Work samples scored with team input to ensure inter-rater reliability • Differentiation in analysis of student work with consideration of special needs of students • Conferences with students to discuss academic goals, IEP goals, and growth plans • Documentation of modifications and/or accommodations individualized to student needs

PHYSICAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Do students receive timely and effective feedback to guide their learning? • Are activities modified based on students' demonstration of skills? • Are students given opportunities to be assessed on skills during a variety of activities? • Is confidential assessment data kept confidential? • Are methods of assessment clear and measurable?	• Critical elements scored with team input to ensure inter-rater reliability. • Performances. Conferences with students to discuss fitness/skill goals and growth plans. • Differentiation in analysis of student skills with consideration of special needs of students.

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DOMAIN 3: INSTRUCTIONAL PRACTICE
STANDARD 7: PLANNING FOR INSTRUCTION

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

STANDARD 7: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
7.1 Designs learning experiences aligned to curriculum standards and student needs	Demonstrates minimal evidence of planning aligned to content standards and student needs.	Plans reflect understanding of prerequisite relationship between content standards. Teacher is proactive in planning for student misconceptions and addressing them before proceeding.	Creates short- and long-term plans aligned to content standards. Plans integrate student learning needs, goals, and learning activities.	While not always effective, attempts to create short- and long-term plans which may be aligned to content standards. Attempts to integrate student learning needs, goals, and learning activities into plans.
7.2 Evaluates and adjusts plans based on student outcomes.	Anticipates and plans for a wide range of adaptations to lessons based on analysis of individual student outcomes. Engages with students to identify adjustments in instruction that best meet their learning needs.	Sometimes customizes instructional plans based upon assessment data. Sometimes responds to student outcomes by tailoring instruction and strategies to assessed student needs.	Does not evaluate or customize instructional plans based upon student outcomes.	Customizes instructional plans based upon ongoing assessment data. Responds to student outcomes by tailoring instruction and strategies to assessed student needs.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
• Do planned lessons assist students in meeting learning goals and relevant standards of proficiency? • Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs? • Is data from team meetings used to inform instructional plans? • Is student achievement data used to differentiate instruction?	• Notes from team meetings • Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language • Lesson plans which reflect accommodations for individual student needs • Plans for units of study which support adjustment based upon observed student outcomes

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DOMAIN 3: INSTRUCTIONAL PRACTICE

STANDARD 7: PLANNING FOR INSTRUCTION (CONTINUED)

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

STANDARD 7: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.	Does not access colleagues and/or specialists for collaborative planning.	Consultation with colleagues and/or specialists sometimes influences the design of instruction to address unique learning needs.	Collaborates with colleagues and/or specialists to design instruction that addresses unique learning needs.	Anticipates unique student needs and collaborates with colleagues and/or specialists to proactively address them.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
• Do planned lessons assist students in meeting learning goals and relevant standards of proficiency? • Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs? • Is data from team meetings used to inform instructional plans? • Is student achievement data used to differentiate instruction?	• Notes from team meetings • Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language • Lesson plans which reflect accommodations for individual student needs • Plans for units of study which support adjustment based upon observed student outcomes

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STANDARD 7: PLANNING FOR INSTRUCTION

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

MUSIC GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
Do planned lessons assist students in meeting learning goals and relevant standards? Are colleagues and/or specialists involved in planning for the instruction of students with unique learning needs? Is student performance used to differentiate instruction? Does teacher demonstrate knowledge of the musical score? Does teacher plan comprehensive performance cycles? Does teacher select appropriate literature?	Do planned lessons assist students in meeting learning goals and relevant standards? Are colleagues and/or specialists involved in planning for the instruction of students with unique learning needs? Is student performance used to differentiate instruction? Does teacher demonstrate knowledge of the musical score? Does teacher plan comprehensive performance cycles? Does teacher select appropriate literature?

SPECIAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Do planned lessons assist students in meeting learning goals and relevant standards of proficiency? • Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs? • Is data from collaborative meetings used to inform instructional plans? • Is student achievement data used to differentiate instruction?	• Notes from team meetings • Clearly posted and/or communicated instructional targets/goals which refer to standards (at the student's instructional level) in a student-friendly format • Lesson plans which reflect accommodations for individual student needs • Plans for units of study which support adjustment based upon observed student outcomes • Plans for expanded curriculum, such as functional life skills and communication skills (when needed).

PHYSICAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Are notes and data from physical education PLC meetings used to inform instructional plans? • Do planned lessons show alignment with state and/or national standards? • Do planned lessons include activities that show knowledge of other content areas? • Do planned lessons demonstrate knowledge of scope and sequence for phys ed?	• Photos and/or videos of lessons. • Rules or expectations of cross-disciplinary activities. • Notes from job-alike meetings. • Notes from physical education PLC meetings.

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DOMAIN 3: INSTRUCTIONAL PRACTICE
STANDARD 8: INSTRUCTIONAL STRATEGIES
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge.

STANDARD 8: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)	Utilizes only a teacher-directed instructional approach.	Beginning to integrate role variation, but relies primarily on direct instruction.	Varies role between instructor, facilitator, guide and audience. Considers learners' needs and instructional goals in determining appropriate instructional role.	Integrates a variety of roles for all members of the classroom community, so students become both teachers and learners.
8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.	Does not incorporate or ineffectively incorporates available media and technology in support of content and skill development.	Moderately effective at incorporating available media and technology and/or support of content and skill development is not always clear.	Incorporates available media and technology that supports content and skill development.	Seeks out new and/or innovative ways to integrate available media and technology to support content and skill development.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
• Are varied roles used (at appropriate times) during the instructional process? • Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction? • Do students receive encouragement in applying various levels of questioning and problem-solving strategies? • Is collaboration in inquiry and problem-solving encouraged among students?	• Work samples • Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners) • Use of varied grouping strategies (e.g., individual, small group, and whole group) • Observation of student engagement

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DOMAIN 3: INSTRUCTIONAL PRACTICE

STANDARD 8: INSTRUCTIONAL STRATEGIES (CONTINUED)

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge.

STANDARD 8: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.	Rarely uses instructional strategies which provide opportunities for students to communicate.	Sometimes uses instructional strategies which provide opportunities for students to communicate. May not allow for a variety of methods for communicating to various audiences.	Uses instructional strategies which provide regular opportunities for students to develop and use a variety of methods for communicating to various audiences.	Uses instructional strategies to create an interactive environment where students independently select and use a variety of communication modes.
8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking process, stimulating curiosity, and helping learners to question.	Does not use questioning strategies to stimulate discussion that enhances student learning.	While not always effective, attempts to use questioning strategies to stimulate discussion that enhances student learning.	Uses questioning strategies to stimulate discussion that enhances student learning.	Flexibly uses questioning strategies, based on in-the-moment analysis of student understanding, to stimulate discussion and move students

GUIDING QUESTIONS	EVIDENCE EXAMPLES
• Are varied roles used (at appropriate times) during the instructional process? • Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction? • Do students receive encouragement in applying various levels of questioning and problem-solving strategies? • Is collaboration in inquiry and problem-solving encouraged among students?	• Work samples • Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners) • Use of varied grouping strategies (e.g., individual, small group, and whole group) • Observation of student engagement

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DOMAIN 3: INSTRUCTIONAL PRACTICE
STANDARD 8: INSTRUCTIONAL STRATEGIES (CONTINUED)
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge.

STANDARD 8: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
8.5 Engages all learners in developing higher order thinking skills and metacognitive processes.	Does not use teaching strategies to develop higher order thinking skills or metacognitive processes.	Uses a limited number of strategies that are sometimes effective at developing higher order thinking skills and metacognitive processes for all learners.	Uses various strategies to engage all learners in developing higher order thinking skills and metacognitive processes.	Creates a classroom culture where students use higher order thinking skills and metacognitive processes, both independently and with others, as a natural part of the learning process.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
• Are varied roles used (at appropriate times) during the instructional process? • Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction? • Do students receive encouragement in applying various levels of questioning and problem-solving strategies? • Is collaboration in inquiry and problem-solving encouraged among students?	• Work samples • Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners) • Use of varied grouping strategies (e.g., individual, small group, and whole group) • Observation of student engagement

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STANDARD 8: INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge.

MUSIC GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Are varied roles used (at appropriate times) during the instructional process? • Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction? • Do students receive encouragement in applying various levels of questioning and problem-solving strategies? • Is collaboration in inquiry and problem-solving encouraged among students?	• Works samples. • Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners). • Use of varied grouping strategies (e.g. individual, small group, ensemble, and whole class). • Observations of student engagement.

SPECIAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Are varied roles used (at appropriate times) during the instructional process? • Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction? • Do students receive encouragement in applying various levels of questioning or problem-solving strategies? • Is collaboration in inquiry and problem-solving encouraged among students? • Does the teacher implement strategies that foster student engagement?	• Work samples • Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners) • Use of varied grouping strategies (e.g., individual, small group, and whole group) • Observation of student engagement • List of instructional strategies implemented and their outcomes • Use of varied communication modalities to facilitate participation in discussion

PHYSICAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Are appropriate tools and/or available equipment utilized to enhance and support inquiry and instruction? • Are students encouraged to participate in and lead activities independently?	• Student-created games and activities. • Games and activities are transitioned from classroom to recreational times. • Students teaching games and activities.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITY
STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

STANDARD 9: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others.	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.
9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.	Does not use evidence to self-assess professional practice.	Utilizes multiple sources of evidence to self-assess professional practice.	Integrates experimentation, data analysis, and reflection into daily professional practice. Readily engages in collaborative efforts to reflect on professional practice.	Uses few sources of evidence to self-assess professional practice.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
• Are strengths and areas for growth identified during self-assessment? • Are student outcomes or performance data used during self-assessment? • Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth? • Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements?	• Professional Growth Goals • Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals • Active participation in team, school, PLC, and other meetings • Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities

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DOMAIN 4: PROFESSIONAL RESPONSIBILITY

STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE (CONTINUED)

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

STANDARD 9: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.	Demonstrates inadequate knowledge of federal, state, and district regulations and policies.	Demonstrates limited understanding of federal, state, and district regulations and policies.	Demonstrates thorough understanding and fully complies with federal, state, and district regulations and policies.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
• Are strengths and areas for growth identified during self-assessment? • Are student outcomes or performance data used during self-assessment? • Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth? • Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements?	• Professional Growth Goals • Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals • Active participation in team, school, PLC, and other meetings • Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities

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STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

MUSIC GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• No changes/additions.	• Professional Growth Goals • Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals • Active participation in team, school, PLC, music festivals, music conferences/workshops, and other meetings • Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities

SPECIAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Are strengths and areas for growth identified during self-assessment? • Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth? • Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements?	• Professional Growth Goals • Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals • Active participation in team, school, PLC, Job Alike, and other meetings • Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities • Participation in professional development which relates to current student needs • Current with required trainings (e.g., Mandt, first aid, medication administration)

PHYSICAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• No changes/additions	• No changes/additions.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITY
STANDARD 10: LEADERSHIP AND COLLABORATION

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

STANDARD 10: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
10.1 Takes an active role on the instructional team.	Rarely engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Sometimes engages in meetings and activities designed to plan curriculum, coordinate resources and solve problems.	Engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Initiates opportunities for staff collaboration to plan curriculum, coordinate resources, and solve problems.
10.2 Works collaboratively with students and families to support learner development and achievement.	Rarely invites interactive communication to support learner development and achievement.	Sometimes invites interactive communication. Shares information to support learner development and achievement.	Invites interactive communication to support learner development and achievement.	Uses interactive communication to foster a culture in which students know how to advocate for and articulate their learning needs in order to improve their achievement.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
• Is there evidence of collaborative work with team members and/or the entire school to advance student learning? • Are opportunities to lead in student learning and development sought? • Are students, families, and other community resources encouraged to collaborate and be involved in learner development?	• Documentation of communication with families on student needs • Engagement in team and school meetings • Assumption of leadership roles at school, community (school-related), or district level • Guiding and collaborating with peers in advancing school goals • Modeling best practices or providing staff development for peers

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DOMAIN 4: PROFESSIONAL RESPONSIBILITY

STANDARD 10: LEADERSHIP AND COLLABORATION (CONTINUED)

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

STANDARD 10: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceed Standards (E)
10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.	Does not cooperate with colleagues and/or does not implement effective practices in support of school and program goals.	Cooperates with colleagues in implementing effective practices in support of school and program goals.	Actively collaborates with colleagues in modeling and discussing effective practices in support of school and program goals.	Initiates collaboration, modeling, and reflective discussion of effective practices in support of school and program goals and advancement of the profession.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
• Is there evidence of collaborative work with team members and/or the entire school to advance student learning? • Are opportunities to lead in student learning and development sought? • Are students, families, and other community resources encouraged to collaborate and be involved in learner development?	• Documentation of communication with families on student needs • Engagement in team and school meetings • Assumption of leadership roles at school, community (school-related), or district level • Guiding and collaborating with peers in advancing school goals • Modeling best practices or providing staff development for peers

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DOMAIN 4: PROFESSIONAL RESPONSIBILITY

STANDARD 10: LEADERSHIP AND COLLABORATION

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

STANDARD 10: OVERALL

DNM	DP	PR	E

MUSIC GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Is there evidence of collaboration with school, area, program and District colleagues to advance student learning? • Are opportunities sought to advance music teaching and learning? • Are students, families and other community resources encouraged to collaborate in learner development?	• Documentation of communication with families on student needs. • Engagement in meetings (group, area, parent) to promote program goals. • Assumption of leadership roles at school, community (school-related), or District level. • Guiding and collaborating with peers in advancing school/program goals. • Modeling best practice or providing staff development for peers. • Preside and/or present at conferences. • Documentation of collaboration among colleagues.

SPECIAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• Is there evidence of collaborative work with team members and/or the entire school to advance student learning? • Are opportunities to lead in student learning and development sought? • Are students, families, and other community resources encouraged to collaborate and be involved in learner development? • Does teacher work with related services to design, implement, and evaluate instructional plans for students with disabilities? • Does teacher provide consultation and/or support for school personnel? • Does teacher collaborate with the school staff and family to facilitate student participation in the least restrictive environment?	• Documentation of communication with families on student needs • Engagement in team and school meetings • Assumption of leadership roles at school, community (school-related), or district level • Guiding and collaborating with peers in advancing school goals • Modeling best practices or providing staff development for peers • Coordination and management of the classroom-based educational team

PHYSICAL EDUCATION GUIDING QUESTIONS AND EVIDENCE EXAMPLES

GUIDING QUESTIONS	EVIDENCE
• No changes/additions	• No changes/additions.

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