

10636 NE Prescott St. Portland, OR 97220 t: 503.408.2100 f: 503.408.2140

www.parkrose.k12.or.us

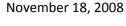
Dr. Karen Fischer Gray, Superintendent











To: Parkrose School District Board of Education
From: Marian L. Young, Director of Human Resources

Re: Teacher Evaluation Review Process

Parkrose School District has undertaken the project of reviewing and re-tooling the personnel evaluation system for certified staff. Administrators and certified staff agree that the current evaluation tools do not provide an efficient and effective means of communicating summative information about teacher performance and professional growth. During the 2008 round of bargaining with the certified staff, we discussed the need for a review of the evaluation tools and planned to form a joint committee to begin this work during the 2008-2009 school year. We selected a representiave commmittee with the following members:

Rosalinda Curry, PFA President Wanda Dasler, Elementary Teacher Chris Loesel, Middle School Teacher Travis Boeh, High School Teacher Debbie Ebert, Elementary Principal Ana Gonzalez, Middle School Principal Kathy Scott, High School Asst. Principal Marian Young, Dir. of Human Resources

During the 2008-2009 school year, we will focus on the evaluation system as it pertains to classroom teachers. Our goal is to have a completed evaluation system, with teaching standards, performance indicators, observation tools, and summative evaluation documents ready for implementation in the fall of 2009. We will complete the review of evaluation non-classroom staff during the 2009-2010 school year. Our committee process involves meeting to draft various aspects of the evaluation process and then take the draft out to the administration and staff for feedback, and using the feedback to revise and finalize. Once the system is in place, the committee will evaluate the system itself for any needed changes.

We are currently in the process of reviewing teaching standards and developing performance indicators for each standard. We believe that the performance indicators provide for objective, consistent feedback, as well as a road map for professional development. A sample from an Ohio district is attached showing the format that our committee envisions for the Parkrose School District.

We are working on the evaluation system knowing that it must meet legal and contractual requirements. We also believe that an effective personnel evaluation system is critical to meaningful professional growth and accountability for teacher performance. Further, the evaluation process, through the a focus on teaching standards that support district goals, must be a key component in Parkrose School District We will keep the Board informed through the process.

DOMAIN 3

Standard 3.1: The teacher communicates *standards-based instructional objectives, high expectations, instructive directions, procedures, and assessment criteria.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
A. Lesson	• Teacher writes lesson plans with	• Teacher writes lesson plans with	Teacher writes lesson plans with	Teacher writes lesson plans with
Planning	clear and measurable *standards-	clear and measurable *standards-	*standards-based instructional	instructional objectives absent or not
	based instructional objectives and	based instructional objectives.	objectives.	aligned with the *standards.
	with benchmarks and/or grade level	 Teacher selects and designs 	Teacher selects instructional	Teacher selects instructional
	indicators identified.	instructional activities that are	activities that are aligned to the	activities that are not aligned to the
	Teacher selects and designs	aligned to the instructional	instructional objective, sets high	instructional objectives or that set
	instructional activities, (including	objective, establish high	expectations but provides limited	expectations that are not constructed
	adaptations) that are aligned to the	expectations for student	opportunities for students to make	for progress toward meeting the
	instructional objective, establish	performance, provide opportunities	continuous progress toward meeting	*standards or that do not make
	high expectations for student	for students to make continuous	the *standards, and makes	connections within or across
	performance, provide opportunities	progress toward meeting the	connections within or across	disciplines.
	for students to make continuous	*standards, and makes connections	disciplines.	-or-
	progress toward meeting and	within or across disciplines.	 Lesson plans are aligned with the 	• There are no lesson plans
	exceeding *standards, and makes	• Lesson plans are aligned with the	lesson observed.	available.
	connections within and across	lesson observed.		-or-
	disciplines.			• Lesson plans are not aligned to the
	• Lesson plans are aligned with the			lesson observed.
	lesson observed.			
B. *Standards-	Teacher clearly and accurately	 Teacher clearly and accurately 	• Teacher communicates	Teacher communicates little or
based	communicates *standards-based	communicates *standards-based	*standards-based instructional	nothing about the *standards-based
Instructional	instructional objectives and an	instructional objectives.	objectives.	instructional objectives.
Objectives	instructional rationale for this			-or-
	learning.			• The instructional objectives are
				not *standards-based.
C. Instructional	Teacher clearly and accurately	 Teacher clearly and accurately 	Teacher communicates	Teacher does not communicate
Directions and	communicates instructional	communicates instructional	instructional directions and	instructional directions or
Procedures	directions and procedures for the	directions and procedures for the	procedures for the activity that are	procedures for the activity.
	activity.	activity.	unclear.	-or-
	 Teacher anticipates possible 		and/or	Teacher communicates
	student misunderstanding.		Teacher makes repeated attempts	instructional directions or
			to clarify direction and procedures.	procedures inaccurately.

[&]quot;Standards" include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards.