



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

November 18, 2008

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 representative committee with the following members:

Rosalinda Curry, PFA President	Debbie Ebert, Elementary Principal
Wanda Dasler, Elementary Teacher	Ana Gonzalez, Middle School Principal
Chris Loesel, Middle School Teacher	Kathy Scott, High School Asst. Principal
Travis Boeh, High School Teacher	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 Planning	<ul style="list-style-type: none"> Teacher writes lesson plans with clear and measurable *standards-based instructional objectives and with benchmarks and/or grade level indicators identified. Teacher selects and designs instructional activities, (including adaptations) that are aligned to the instructional objective, establish high expectations for student performance, provide opportunities for students to make continuous progress toward meeting and exceeding *standards, and makes connections within and across disciplines. Lesson plans are aligned with the lesson observed. 	<ul style="list-style-type: none"> Teacher writes lesson plans with clear and measurable *standards-based instructional objectives. Teacher selects and designs instructional activities that are aligned to the instructional objective, establish high expectations for student performance, provide opportunities for students to make continuous progress toward meeting the *standards, and makes connections within or across disciplines. Lesson plans are aligned with the lesson observed. 	<ul style="list-style-type: none"> Teacher writes lesson plans with *standards-based instructional objectives. Teacher selects instructional activities that are aligned to the instructional objective, sets high expectations but provides limited opportunities for students to make continuous progress toward meeting the *standards, and makes connections within or across disciplines. Lesson plans are aligned with the lesson observed. 	<ul style="list-style-type: none"> Teacher writes lesson plans with instructional objectives absent or not aligned with the *standards. Teacher selects instructional activities that are not aligned to the instructional objectives or that set expectations that are not constructed for progress toward meeting the *standards or that do not make connections within or across disciplines. <p style="text-align: center;">-or-</p> <ul style="list-style-type: none"> There are no lesson plans available. <p style="text-align: center;">-or-</p> <ul style="list-style-type: none"> Lesson plans are not aligned to the lesson observed.
B. *Standards-based Instructional Objectives	<ul style="list-style-type: none"> Teacher clearly and accurately communicates *standards-based instructional objectives and an instructional rationale for this learning. 	<ul style="list-style-type: none"> Teacher clearly and accurately communicates *standards-based instructional objectives. 	<ul style="list-style-type: none"> Teacher communicates *standards-based instructional objectives. 	<ul style="list-style-type: none"> Teacher communicates little or nothing about the *standards-based instructional objectives. <p style="text-align: center;">-or-</p> <ul style="list-style-type: none"> The instructional objectives are not *standards-based.
C. Instructional Directions and Procedures	<ul style="list-style-type: none"> Teacher clearly and accurately communicates instructional directions and procedures for the activity. Teacher anticipates possible student misunderstanding. 	<ul style="list-style-type: none"> Teacher clearly and accurately communicates instructional directions and procedures for the activity. 	<ul style="list-style-type: none"> Teacher communicates instructional directions and procedures for the activity that are unclear. <p style="text-align: center;">and/or</p> <ul style="list-style-type: none"> Teacher makes repeated attempts to clarify direction and procedures. 	<ul style="list-style-type: none"> Teacher does not communicate instructional directions or procedures for the activity. <p style="text-align: center;">-or-</p> <ul style="list-style-type: none"> Teacher communicates instructional directions or procedures inaccurately.

"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.