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Dr. Karen Fischer Gray,
Superintendent

Date: February 18, 2009

To: Parkrose School District Board of Education

From: Marian L. Young, Director of Human Resources

Re: Draft Standards for Parkrose School District Classroom Teachers

I am pleased to present you with a draft of the standards for classroom teachers, a product of the work of the Teacher Evaluation Review Committee. We are ready to present these standards to administrators and to teachers for feedback. These standards when finalized will represent an agreed upon picture of what good teaching looks like in the Parkrose School District. The standards will serve multiple uses in professional development planning, support of new teachers, as well as teacher evaluation.

The Committee has also developed a rubric for the standards, identifying levels of distinguished, proficient, basic performance. Once we have an approved set of standards, we will be publishing the draft rubric. The Committee is beginning working on tools that teachers and administrators can use in the evaluation process to provide clarity of expectation and to expand the role of evaluation as meaningful professional growth.

Significant and ongoing professional development for principals will be required to make the transition to this revised evaluation system. We will begin this professional development this spring.

In year two of the Evaluation Committee work, standards and rubrics for non-classroom teachers will be developed.



Parkrose Standards for Classroom Teachers

Domain 1	Creating an environment for learning
Standard 1.1	The teacher creates an inclusive and caring environment where individuals from all populations and cultures are respected and valued.
Standard 1.2	The teacher establishes effective routines and procedures, maintains a safe and orderly environment, and manages transitions to maximize instructional time.
Standard 1.3	The teacher manages and monitors students' behavior to maximize instructional time.
Domain 2	Teaching for learning
Standard 2.1	The teacher acquires and uses knowledge about individual students as learners in preparing lessons which consider the students' academic needs, cultural heritage, interest and community.
Standard 2.2	The teacher uses a variety of assessments that align with standards.
Standard 2.3	The teacher reflects upon the lesson's effectiveness and student engagement and uses that reflection in planning future instruction.
Standard 2.4	The teacher communicates standards-based instructional objectives, high expectations, instructive directions, procedures and assessment criteria.
Standard 2.5	The teacher demonstrates content knowledge.
Standard 2.6	The teacher uses standards-based instructional strategies that promote conceptual understanding, extend student thinking and monitors/adjusts instruction to meet individual needs.
Standard 2.7	The teacher provides timely, constructive feedback to students about their progress toward the learning objectives, using a variety of methods and corrects student errors/misconceptions.
Domain 3	Professionalism
Standard 3.1	The teacher tracks student progress toward meeting the standards (including indicators and benchmarks), maintains instructional records that clearly show the basis for grade assignment, and keeps accurate non-instructional records.
Standard 3.2	The teacher informs the family about the academic/social progress of the student and the instructional program, and encourages family involvement in the student's education.
Standard 3.3	The teacher establishes and maintains professional relationships by engaging in discourse about professional issues with peers/teams, functioning as a member of an instructional team/department/level, and participating in school events and district initiatives.
Standard 3.4	The teacher improves content knowledge and pedagogical skills by participating in professional development activities and applying what is learned.