



Parkrose School District
Classroom Teacher Evaluation
Summary Evaluation Form

Teacher Name: _____

Year: _____

Domain 1 Standard 1.1	<i>The teacher creates an inclusive and caring environment where individuals from all populations and cultures are respected and valued.</i>			
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)
A. Teacher interactions with students	Teacher interactions with students are generally appropriate. <input type="checkbox"/>	Teacher interactions with all students demonstrate respect. Interactions are inclusive and appropriate. <input type="checkbox"/>	Teacher interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate. <input type="checkbox"/>	Teacher interactions with student are negative, demeaning, and/or inappropriate. <input type="checkbox"/>
B. Interactions among individuals	Teacher may encourage respectful interactions but occasionally tolerates inappropriate and/or disrespectful interactions among individuals. <input type="checkbox"/>	Teacher encourages respectful interactions among individuals and appropriately addresses any disrespectful interactions among individuals. <input type="checkbox"/>	Teacher routinely encourages respectful interactions appropriately addresses any disrespectful interaction. An inclusive and a caring classroom environment is maintained. -or- Interactions are respectful. <input type="checkbox"/>	Teacher tolerates inappropriate and/or disrespectful interactions among individuals. <input type="checkbox"/>

Domain 1 Standard 1.2	<i>The teacher establishes effective routines and procedures, maintains a safe and orderly environment, and manages transitions to maximize instructional time.</i>			
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)
A. Routines and procedures	Teacher establishes and uses routines and/or procedures for managing student groups, supplies, and/or equipment that result in a loss of instructional time. <input type="checkbox"/> Teacher acts to maintain a safe environment.	Teacher establishes and uses effective routines and procedures for managing student groups, supplies, and/or equipment. <input type="checkbox"/> Teacher acts to maintain a safe environment.	Teacher establishes and uses effective routines and procedures that incorporate student responsibility for managing student groups, supplies, and/or equipment. <input type="checkbox"/> Teacher acts to maintain a safe environment.	Teacher uses procedures for managing student groups, supplies, and/or equipment that result in a considerable loss of instructional time. <input type="checkbox"/> Teacher maintains an environment where hazards exist.
B. Transitions	Teacher establishes procedures for some transitions. Instructional time is lost. <input type="checkbox"/>	Teacher establishes and directs procedures for transitions. No instructional time is lost. <input type="checkbox"/>	Teacher establishes procedures for managing seamless transitions incorporating student responsibility. No instructional time is lost. <input type="checkbox"/>	Teacher does not establish procedures for most transitions. Considerable instructional time is lost. <input type="checkbox"/>

Domain 1 Standard 1.3	<i>The teacher manages and monitors student behavior to maximize instructional time.</i>			
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)
A. Behavior Support	<p>Teacher uses some strategies that prevent or lessen disruptive behavior and reinforce expectations for behavior. <input type="checkbox"/></p> <p>Teacher monitors and sometimes supports students in following appropriate procedures, routines and behavior expectations.</p>	<p>Teacher uses strategies that prevent or lessen disruptive behavior and reinforce expectations for behavior. <input type="checkbox"/></p> <p>Teacher actively monitors and support students in following appropriate procedures, routines and behavior expectations.</p>	<p>Teacher uses strategies that anticipate and/or prevent disruptive behavior, and that allows for students to monitor their own behavior, and which promotes individual, group, and/or whole class time on task. <input type="checkbox"/></p> <p>Teacher support is consistent, effective and sensitive to students' individual needs. The desired behavior is attained.</p>	<p>Teacher does not use strategies that prevent or lessen disruptive behavior and reinforce expectations for behavior. <input type="checkbox"/></p> <p>Teacher does not actively monitor and support students in following appropriate procedures, routines and behavior expectations. -or- Teacher's response to student behavior is inappropriate.</p>

Domain 1 Comments:

Domain 2 Standard 2.1	<i>The teacher acquires and uses knowledge about individual students as learners in preparing lessons, which consider the students' academic needs, cultural heritage, interests and community.</i>			
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)
A. Acquisition of information about individual learners	Teacher acquires general or global information about students as learners from a variety of sources and/or in an ongoing manner. <input type="checkbox"/>	Teacher acquires detailed information about individual students as learners from a variety of sources and/or in an ongoing manner. <input type="checkbox"/>	Teacher acquires extensive and detailed information about individual students as learners from a variety of sources and in an ongoing manner. <input type="checkbox"/>	Teacher does not acquire knowledge of individual students as learners, - or - Teacher does not acquire knowledge from a variety of sources or in an ongoing manner, - or - Evidence not provided. <input type="checkbox"/>
B. Use of acquired information	Teacher clearly communicates how planning shows general awareness of the students' academic needs and learning styles, interests, cultural heritage and community background as demonstrated through a few of the following: -Student collaborative work -Activities that invite student interaction and choice -Strategies that address various learning styles, special needs and cultural heritage -Instruction that addresses strengths and gaps in student background knowledge and skills, <u>-Learning experiences that are developmentally appropriate and challenging.</u> Teacher uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs. <input type="checkbox"/>	Teacher clearly communicates how planning shows consideration for the students' academic needs and learning styles, interests, cultural heritage and community background as demonstrated through most of the following: -Student collaborative work -Activities that invite student interaction and choice -Strategies that address various learning styles, special needs and cultural heritage -Instruction that addresses strengths and gaps in student background knowledge and skills, <u>-Learning experiences that are developmentally appropriate and challenging.</u> Teacher uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs. <input type="checkbox"/>	Teacher clearly communicates how planning incorporates consideration for the students' academic needs and learning styles, interests, cultural heritage and community background as demonstrated through all of the following: -Student collaborative work -Activities that invite student interaction and choice -Strategies that address various learning styles, special needs and cultural heritage -Instruction that addresses strengths and gaps in student background knowledge and skills, <u>-Learning experiences that are developmentally appropriate and challenging.</u> Teacher analyzes and uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs. <input type="checkbox"/>	Teacher planning shows little or no awareness of the students' academic needs and learning styles, interests, cultural heritage and community backgrounds that would be demonstrated through the following: -Student collaborative work -Activities that invite student interaction and choice -Strategies that address various learning styles, special needs and cultural heritage -Instruction that addresses strengths and gaps in student background knowledge and skills, <u>-Learning experiences that are developmentally appropriate and challenging.</u> There is little evidence that the teacher uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs. -or- Evidence not provided. <input type="checkbox"/>

Domain 2 Standard 2.2				
<i>The teacher uses a variety of assessments that align with standards.</i>				
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)
A. Alignment and techniques	Teacher uses assessments that: <input type="checkbox"/> -are aligned to objectives -are formal and/or informal -are used for summative and/or formative purposes Assessments do not demonstrate rigor towards mastery of standards-based objectives.	Teacher uses assessments that: <input type="checkbox"/> -are aligned to objectives -are formal and/or informal -are used for both summative and formative purposes Assessments demonstrate rigor towards mastery of standards-based objectives.	Teacher uses assessments that: <input type="checkbox"/> -are aligned to objectives -demonstrate a variety of techniques -are formal and informal -are used for both summative and formative purposes Assessments demonstrate rigor towards mastery of standards-based objectives.	Teacher uses assessments that are not aligned to lesson objectives. <input type="checkbox"/> Assessments do not demonstrate rigor. -or- Evidence not provided.

Domain 2 Standard 2.3				
<i>The teacher reflects upon the lesson's effectiveness and student engagement and uses that reflection in planning future instruction.</i>				
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)
A. Lesson Effectiveness	Teacher makes a generally accurate assessment of the lesson's effectiveness which includes: <input type="checkbox"/> -the extent to which the lesson met the instructional goals Teacher clearly communicates the evidence.	Teacher makes an accurate assessment of the lesson's effectiveness which includes: <input type="checkbox"/> -the extent to which the instructional goals of the lesson were met -citing examples from the lesson Teacher clearly communicates the evidence.	Teacher makes a thoughtful and accurate assessment of the lesson's effectiveness which includes: <input type="checkbox"/> -the extent to which the instructional goals of the lesson were met -citing specific examples from the lesson -strengths and/or weaknesses related to individual student success Teacher clearly communicates the evidence.	Teacher misjudges and/or makes an inaccurate assessment of the lesson's effectiveness or the extent to which the instructional goals of the lesson were met. <input type="checkbox"/> Teacher does not assume responsibility for lesson effectiveness. Teacher does not address the lesson observed. Teacher does not clearly communicate the evidence. -or- Teacher did not submit the Evidence of Reflection form.

Domain 2 Standard 2.3	<i>The teacher reflects upon the lesson's effectiveness and student engagement and uses that reflection in planning future instruction.</i>			
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)
B. Student Engagement	<p>Teacher makes a generally accurate assessment of the level of student engagement. <input type="checkbox"/></p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher makes an accurate assessment of the level of student engagement which lists examples of positive and/or negative student actions. <input type="checkbox"/></p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher makes a thoughtful and accurate assessment of the level of student engagement which is supported with details and addresses specific examples of positive and/or negative student actions. <input type="checkbox"/></p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher makes an inaccurate assessment of the level of student engagement. <input type="checkbox"/></p> <p>Teacher does not assume responsibility of student engagement.</p> <p>Teacher does not clearly communicate the evidence. -or- Teacher did not submit the Evidence of Reflection form.</p>
C. Future Instruction	<p>Teacher offers general explanations for why the content and/or delivery of the lesson would not be changed for future instruction. -and/or- <input type="checkbox"/></p> <p>Teacher makes general suggestions about how the lesson would be changed for future instruction.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher offers appropriate explanations for why the content and/or delivery of the lesson would not be changed for future instruction. -and/or- <input type="checkbox"/></p> <p>Teacher offers appropriate explanations and specific suggestions for changes to the content and/or delivery of the lesson.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher offers insightful explanations for why the content and/or delivery of the lesson would not be changed for future instruction. -and/or- <input type="checkbox"/></p> <p>Teacher offers insightful explanations and constructive suggestions for changes to the content and/or delivery of the lesson.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher does not explain why changes may or may not be necessary. <input type="checkbox"/></p> <p>Teacher gives up and/or blames the students or the environment for the students' lack of success. -or-</p> <p>Teacher does not address the lesson observed. -or-</p> <p>Teacher did not submit the Evidence of Reflection form.</p> <p>Teacher does not clearly communicate the evidence.</p>

Domain 2 Standard 2.4		<i>The teacher communicates standards-based instructional objectives, high expectations, instructive directions, procedures, and assessment criteria.</i>			
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)	
A. Lesson Planning	<p>Teacher plans lessons with standards-based instructional objectives. (examples: daily plans, curriculum maps, unit goals) <input type="checkbox"/></p> <p>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.</p> <p>Lesson plans are aligned with the lesson observed.</p>	<p>Teacher plans lessons with clear and measurable standards-based instructional objectives. (examples: daily plans, curriculum maps, unit goals) <input type="checkbox"/></p> <p>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.</p> <p>Lesson plans are aligned with the lesson observed.</p>	<p>Teacher plans lessons with clear and measurable standards-based instructional objectives and with benchmarks and/or grade level indicators identified. (examples: daily plans, curriculum maps, unit goals) <input type="checkbox"/></p> <p>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 and exceeding the standards, and makes connections within or across disciplines.</p> <p>Lesson plans are aligned with the lesson observed.</p>	<p>Teacher plans lessons with instructional objectives absent or not aligned with the standards. (examples: daily plans, curriculum maps, unit goals) <input type="checkbox"/></p> <p>Teacher selects instructional activities that are not aligned to the instructional objectives, or that set high expectations, or that are not constructed for progress toward meeting the standards, or that do not make connections within or across disciplines. -or-</p> <p>Lesson plans are not aligned with the lesson observed. -or-</p> <p>There are not lesson plans available.</p>	
B. Standards-based instructional objectives	<p>Teacher communicates standards-based instructional objectives. <input type="checkbox"/></p>	<p>Teacher clearly and accurately communicates standards-based instructional objectives. <input type="checkbox"/></p>	<p>Teacher clearly and accurately communicates standards-based instructional objectives and an instructional rationale for this learning. <input type="checkbox"/></p>	<p>Teacher communicates little or nothing about the standards-based instructional objectives. -or-</p> <p>The instructional objectives are not standards-based. <input type="checkbox"/></p>	

Domain 2 Standard 2.4		<i>The teacher communicates standards-based instructional objectives, high expectations, instructive directions, procedures, and assessment criteria.</i>			
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)	
C. Instructional directions and procedures	Teacher communicates instructional directions and procedures for the activity. <input type="checkbox"/> -and/or- Teacher makes repeated attempts to clarify direction and procedures.	Teacher clearly and accurately communicates instructional directions and procedures for the activity. <input type="checkbox"/>	Teacher clearly and accurately communicates instructional directions and procedures for the activity. <input type="checkbox"/> Teacher anticipates possible student misunderstanding.	Teacher does not communicate instructional directions and procedures for the activity. <input type="checkbox"/> -or- Teacher communicates instructional directions or procedures inaccurately..	
D. High expectations	Teacher communicates expectations for standards-based student work. <input type="checkbox"/> Teacher emphasizes completion of work but does not encourage the students to expend their best effort	Teacher communicates high expectations for standards-based student work. <input type="checkbox"/> Teacher emphasizes completion of work and encourages the students to expend their best effort.	. Teacher communicates high expectations based on individual student abilities for standards-based student work. <input type="checkbox"/> Teacher routinely emphasizes completion of work and consistently encourages the students to expend their best effort.	Teacher does not communicate expectations for standards-based student work. <input type="checkbox"/> Teacher does not emphasize completion of work and/or does not encourage the students to expend their best effort.	
E. Assessment criteria	Teacher communicates to students unclear and/or incomplete assessment criteria that are aligned with the standards-based instructional objectives. <input type="checkbox"/>	Teacher clearly communicates to students the assessment criteria that are aligned with the standards-based instructional objectives. <input type="checkbox"/>	Teacher clearly communicates to students the assessment criteria that are aligned with the standards-based instructional objectives and includes the task-specific criteria for various performance levels. <input type="checkbox"/>	Teacher does not communicate assessment criteria to students. <input type="checkbox"/> -or- Assessment criteria is not aligned with the standards-based instructional objectives.	

Domain 2 Standard 2.5		<i>The teacher demonstrates content knowledge.</i>			
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)	
A. Content knowledge	<p>Teacher conveys some minor content inaccuracies that do not contribute to making the content incomprehensible to the students. <input type="checkbox"/></p>	<p>Teacher conveys accurate content knowledge, including standards-based content knowledge. <input type="checkbox"/></p>	<p>Teacher uses expanded knowledge of content to support student understanding, including standards-based content knowledge. <input type="checkbox"/></p>	<p>Teacher conveys some minor content inaccuracies that contribute to making the content incomprehensible to the students. <input type="checkbox"/></p>	

Domain 2 Standard 2.6		<i>The teacher uses standards-based instructional activities that promote conceptual understanding, extend student thinking, and monitors/adjusts instruction to meet individual needs.</i>			
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)	
A. Instructional strategies	<p>Teacher uses standards-based instructional strategies at the appropriate cognitive level that do not promote conceptual understanding. <input type="checkbox"/></p> <p>-or-</p> <p>Teacher uses standards-based instructional strategies at the inappropriate cognitive level that promote conceptual understanding.</p>	<p>Teacher uses challenging standards-based instructional strategies at the appropriate cognitive level that promote conceptual understanding. <input type="checkbox"/></p>	<p>Teacher uses challenging standards-based instructional strategies at the appropriate cognitive level that promote conceptual understanding and meet individual needs. <input type="checkbox"/></p>	<p>Teacher uses standards-based instructional strategies at the inappropriate cognitive level that do not promote conceptual understanding. <input type="checkbox"/></p> <p>-or-</p> <p>Teacher does not use standards-based instructional strategies. <input type="checkbox"/></p> <p>-or-</p> <p>Teacher uses inappropriate activities.</p>	

Domain 2 Standard 2.6		<i>The teacher uses standards-based instructional activities that promote conceptual understanding, extend student thinking, and monitors/adjusts instruction to meet individual needs.</i>			
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)	
B. Extension of thinking	Teacher creates situations that challenge students to think about the content being taught, <u>including collaborative problem solving related to authentic local and global issues.</u> <input type="checkbox"/>	Teacher creates situations that challenge students to think independently, and creatively or critically about the content being taught, <u>including collaborative problem solving related to authentic local and global issues.</u> <input type="checkbox"/>	Teacher creates situations that challenge students to think independently, and creatively or critically about the content being taught, to reflect on their understanding and to consider new possibilities, <u>including collaborative problem solving related to authentic local and global issues.</u> <input type="checkbox"/>	Teacher <u>does not</u> create situations that challenge students to think about the content, <u>including collaborative problem solving related to authentic local and global issues.</u> <input type="checkbox"/>	
C. Monitoring, adjusting and student engagement	Teacher has difficulty monitoring and adjusting <input type="checkbox"/> instruction/activities/pacing to respond to differences in student needs. Teacher pursues the active engagement of all students.	Teacher monitors and adjusts <input type="checkbox"/> instruction/activities/pacing to respond to differences in student needs. Teacher pursues the active engagement of all students.	Teacher invites input from students in order to monitor and adjust instruction/activities/pacing to respond to differences in student needs. <input type="checkbox"/> -or- The instruction and activities address the needs of the students. Teacher pursues the active engagement of all students.	Teacher fails to monitor and adjust <input type="checkbox"/> instruction/activities/pacing to respond to differences in student needs. Teacher does not pursue the active engagement of all students.	
D. Discourse	Teacher frames content-related discussion that is limited to a question and answer session. <input type="checkbox"/>	Teacher initiates and leads discourse at the evaluative synthesis, and/or analysis levels to explore and extend the content knowledge. <input type="checkbox"/>	Teacher structures and facilitates discourse at the evaluative synthesis, and/or analysis levels to explore and extend the content knowledge. <input type="checkbox"/>	Teacher permits off-topics discussions, or does not elicit students responses. <input type="checkbox"/>	

Domain 2 Standard 2.6		<i>The teacher uses standards-based instructional activities that promote conceptual understanding, extend student thinking, and monitors/adjusts instruction to meet individual needs.</i>			
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)	
E. Thought-provoking questions	<p>Teacher asks questions that are relevant to the objectives of the lesson. <input type="checkbox"/></p> <p>Teacher asks follow-up questions.</p> <p>Teacher is inconsistent in providing appropriate wait time.</p>	<p>Teacher asks thought-provoking questions at the evaluation, synthesis, and/or analysis levels that focus on the objectives of the lesson. <input type="checkbox"/></p> <p>Teacher seeks clarification through additional questions.</p> <p>Teacher provides appropriate wait time.</p>	<p>Teacher routinely asks thought-provoking questions at the evaluation, synthesis, and/or analysis levels that focus on the objectives of the lesson. <input type="checkbox"/></p> <p>Teacher seeks clarification and elaboration through additional questions.</p> <p>Teacher provides appropriate wait time.</p>	<p>Teacher frequently asks questions that are inappropriate to the objectives of the lesson. <input type="checkbox"/></p> <p>Teacher frequently does not ask follow-up questions.</p> <p>Teacher answers own questions.</p> <p>Teacher frequently does not provide appropriate wait time.</p>	
F. Using materials, resources and technologies	<p>Teacher uses a minimum amount of available instructional materials, resources and technologies for student learning. <input type="checkbox"/></p>	<p>Teacher selects a range of available instructional materials, resources and technologies for student learning. <input type="checkbox"/></p>	<p>Teacher selects and adapts a wide range of available instructional materials, resources and technologies to enhance and extend students' understanding and learning. <input type="checkbox"/></p>	<p>Teacher fails to use available instructional materials, resources and technologies for student learning. <input type="checkbox"/></p>	

Domain 2 Standard 2.7				
<i>The teacher provides timely, constructive feedback to students about their progress toward the learning objectives using a variety of methods, and corrects student errors and misconceptions.</i>				
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)
A. Quality methods and timeliness	<p>Teacher provides accurate and timely, but general feedback to students about their progress toward the learning objectives. <input type="checkbox"/></p> <p>Teacher provides feedback using a limited number of methods.</p>	<p>Teacher provides accurate, specific and timely feedback to students about their progress toward the learning objectives. <input type="checkbox"/></p> <p>Teacher provides feedback using a variety of methods and facilitates student self-assessment.</p>	<p>Teacher routinely provides substantive, accurate, specific and timely feedback to students about their progress toward the learning objectives. <input type="checkbox"/></p> <p>Teacher provides feedback using a variety of methods and facilitates student self-assessment.</p>	<p>Teacher provides insufficient and/or inaccurate feedback to students about their progress toward the learning objectives. -or- <input type="checkbox"/></p> <p>Feedback is not provided in a timely manner.</p>
B. Student errors and misconceptions	<p>Teacher corrects student content errors to individuals, groups, and/or the whole class but does not offer explanations that clarify the process or concept. <input type="checkbox"/></p> <p>Teacher addresses some common content-related misconceptions as they arise.</p>	<p>Teacher corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept. <input type="checkbox"/></p> <p>Teacher addresses common content-related misconceptions as they arise.</p>	<p>Teacher corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept and by facilitating opportunities for self-correction. <input type="checkbox"/></p> <p>Teacher anticipates and addresses common content-related misconceptions.</p>	<p>Teacher does not correct student content errors. <input type="checkbox"/></p> <p>Teacher fails to address content-related misconceptions.</p>

Domain 2 Comments:

Domain 3 Standard 3.1	<i>The teacher tracks student progress toward meeting the standards, (including indicators and benchmarks) and maintains instructional records that clearly show the basis for grade assignment.</i>			
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)
<p>A. Progress Monitoring</p>	<p>Teacher provides evidence for tracking student progress toward meeting the standards. <input type="checkbox"/></p> <p>Teacher provides evidence for how records are used as the basis for the assignment of grades.</p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher provides evidence of the methods used to track the varied assessments for each student's progress toward meeting the standards. <input type="checkbox"/></p> <p>Teacher provides evidence for how a variety of recorded assessments are used as the basis for the assignment of grades.</p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher provides evidence for and explains the systematic process used, in an ongoing manner, to track the multiple and varied assessments for each student's progress toward meeting the standards. <input type="checkbox"/></p> <p>Teacher provides evidence for and explains how a variety of recorded assessments are used as the basis for the assignment of grades.</p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher maintains no instructional records. <input type="checkbox"/></p> <p>-or-</p> <p>Teacher maintains inaccurate or incomplete instructional records that may not track student progress or support grades.</p> <p>Teacher does not clearly communicate an explanation of evidence. <input type="checkbox"/></p> <p>-or-</p> <p>Evidence not provided.</p>

Domain 3 Standard 3.2		<i>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.</i>			
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)	
A. Academic/social progress	<p>Teacher communicates with the family about the student's academic and social progress. <input type="checkbox"/></p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher maintains ongoing communication with the family by providing information on both positive and negative aspects of the student's academic and social progress. <input type="checkbox"/></p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher maintains ongoing communication and promotes interactive communication with the family by providing information on both positive and negative aspects of the student's academic and social progress. <input type="checkbox"/></p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher fails to communicate with the family concerning the student's academic and social progress. <input type="checkbox"/></p> <p>Teacher does not clearly communicate an explanation of evidence. -or- Evidence not provided.</p>	
B. Instructional program	<p>Teacher provides inadequate information to the family about the instructional program when required by the school. <input type="checkbox"/></p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher provides information to the family about the instructional program when required by the school. <input type="checkbox"/></p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher establishes a pattern of providing information to the family about the instructional program beyond that required by the school. <input type="checkbox"/></p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher provides incorrect or no information to the family about the instructional program. <input type="checkbox"/></p> <p>Teacher does not clearly communicate an explanation of evidence. -or- Evidence not provided.</p>	
C. Family Involvement	<p>Teacher encourages family involvement in classroom and/or school-wide activities. <input type="checkbox"/></p> <p>Teacher clearly communicates an explanation of evidence. Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher encourages family involvement in classroom and/or school-wide activities and in the student's learning. <input type="checkbox"/></p> <p>Teacher clearly communicates an explanation of evidence.</p>	<p>Teacher creates and encourages opportunities for family involvement in classroom and/or school-side activities and in the student's learning. <input type="checkbox"/></p>	<p>Teacher makes few or not attempts to encourage family involvement. <input type="checkbox"/></p> <p>Teacher does not clearly communicate an explanation of evidence. -or- Evidence not provided.</p>	

Domain 3 Standard 3.3	<i>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.</i>			
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)
A. Development and implementation of decisions and discourse about professional issues	<p>Teacher implements most decisions made at the team/department and school level. <input type="checkbox"/></p> <p>Teacher attends professional development opportunities.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher implements decisions made at the team/department and school level. <input type="checkbox"/></p> <p>Teacher engages in discourse about professional issues.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher provides leadership in developing and implementing decisions made at the team/department and school level. <input type="checkbox"/></p> <p>Teacher demonstrates a pattern of initiating, leading, and engaging other teacher in discourse about professional issues.</p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher does not implement decisions made at the team/department and school level. <input type="checkbox"/></p> <p>Teacher does not engages in discourse about professional issues.</p> <p>Teacher does not clearly communicate the evidence. -or-</p> <p>Evidence not provided.</p>
B. Participation in school events	<p>Teacher attends required school events and committees. <input type="checkbox"/></p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher participates and engages in required school events and committees. <input type="checkbox"/></p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher participates in multiple school events and/or committees, in addition to those required, and assumes leadership roles. <input type="checkbox"/></p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher does not participate in required school events and committees. <input type="checkbox"/></p> <p>Teacher does not clearly communicate the evidence. -or-</p> <p>Evidence not provided.</p>
C. Participation at the district level	<p>Teacher participates in and implements the majority of district initiatives. <input type="checkbox"/></p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher participates in and implements district initiatives. <input type="checkbox"/></p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher demonstrates a pattern of participation in district initiatives, contributes to decision-making processes, serves on committees and/or disseminates information when appropriate. <input type="checkbox"/></p> <p>Teacher clearly communicates the evidence.</p>	<p>Teacher does not participate in and/or implement district initiatives. <input type="checkbox"/></p> <p>Teacher does not clearly communicate the evidence. -or-</p> <p>Evidence not provided.</p>

Domain 3 Standard 3.3	<i>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.</i>			
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)
D. Involvement in a professional learning community	Teacher attends professional learning community meetings. <input data-bbox="730 402 793 459" type="checkbox"/>	Teacher actively participates in a professional learning community. <input data-bbox="1119 391 1182 448" type="checkbox"/>	Teacher takes a leadership role in a professional learning community. <input data-bbox="1507 391 1570 448" type="checkbox"/>	Teacher avoids participation in professional learning community, resisting opportunities to become involved. <input data-bbox="1906 363 1969 420" type="checkbox"/>
E. Relationships with Colleagues	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. <input data-bbox="730 716 793 773" type="checkbox"/>	Teacher's relationships with colleagues are characterized by mutual support and cooperation. <input data-bbox="1119 727 1182 784" type="checkbox"/>	Teacher's relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty. <input data-bbox="1507 688 1570 745" type="checkbox"/>	Teacher's relationships with colleagues are negative or self-serving. <input data-bbox="1906 737 1969 794" type="checkbox"/>

Domain 3 Standard 3.4				
<i>The teacher improves content knowledge and pedagogical skills by participating in professional development activities.</i>				
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)
A. Content and pedagogical skills	Teacher attends required school/district professional development activities. <input type="checkbox"/>	Teacher participates in required school/district professional development activities. <input type="checkbox"/>	Teacher participates in required school/district professional development activities and demonstrates a consistent pattern of professional growth by participating in multiple and varied professional development activities designed to improve content knowledge and pedagogical skills. <input type="checkbox"/>	Teacher does not attend required school/district professional development activities. -or- Evidence not provided. <input type="checkbox"/>

Domain 3 Comments:

Domain 4	<i>The teacher sets, monitors and achieves goals based on student growth and learning.</i>			
Elements	Basic (2)	Proficient (3)	Distinguished (4)	Unsatisfactory (1)
A. Student growth and learning goals	A less than significant number of students demonstrated proficiency and/or growth toward the teacher's stated goals. <input type="checkbox"/>	A significant number of students demonstrated proficiency and/or growth toward the teacher's stated goals. <input type="checkbox"/>	An exceptional number of students demonstrated proficiency and/or growth toward the teacher's stated goals. <input type="checkbox"/>	Few students demonstrated proficiency and/or growth toward the teacher's stated goals. <input type="checkbox"/>

Supervisor's recommendations:

_____ **Renewal of contract**

_____ **Non-extension of contract**

This is to certify that we have read and discussed the above document.

Signatures:

Teacher

Date

Supervisor

Date

Teacher's response may be attached. By Oregon law, a teacher may make a written statement relating to an evaluation and the statement will be placed in the file along with the evaluation.