

Title: Quality Staff

Objective: The objective of this report is to describe progress toward hiring, supporting and retaining excellent and accountable staff. This report is based on the eleven (11) relevant Quality Staff measurements identified by the Board.

Data: Data sources include the annual Staff Survey with 30+ respondents, information contained within the HR/Payroll system known as Integrated Financial and Accounting Solutions (IFAS) and TSPC data.

With the exception of the category “Percent of teachers and staff reporting they contribute to decision-making,” analysis by the school level has been suppressed due to too few results. There were less than ten schools that met the threshold for analysis because the staff surveys have the option to select “Prefer not to say” when asked where they work.

The 2013-14 school level results for “Percent of teachers and staff reporting they contribute to decision-making” do not include administrators. They were not asked where they worked due to the low numbers.

Measurements 1 and 2: Percent of teachers achieving professional growth goals and student growth goals. (See Attachment 1 for ODE summative evaluation model)

Measurement	2011-12	2012-13	2013-14	2014-15 Goal	2015-16 Goal
Percent of teachers achieving professional growth goals	<i>Data unavailable</i>	<i>Data unavailable</i>	<i>Data unavailable</i>	<i>It is recommended the Board use teacher performance measures as the metric for these two areas per the Analysis below.</i>	
Percent of teachers achieving student growth goals	<i>Data unavailable</i>	<i>Data unavailable</i>	<i>Data unavailable</i>		

2013-14 teacher evaluation ratings

Distinguished	Proficient	Basic	Unsatisfactory
27%	68%	4%	0% (Prior to being rated Unsatisfactory, teachers are placed on a Plan of Assistance. They either improve or are terminated.)

Successes

- School administrators are receiving research-based coaching and supervision training.

Issues

- Data is collected on the basis of teacher overall ratings and not individual indicators, i.e. growth goals.
- Time for professional development is inadequate.
- The impact of using the new Smarter Balanced assessment instead of OAKS on student growth and teachers' subsequent evaluations is unknown.

Action Plan

- Ongoing educator effectiveness training will be provided for administrators.
- Align teacher growth goals with professional development through the work of the Professional Development Advisory Committee. This committee is jointly appointed and co-chaired by the BEA President and the Deputy Superintendent for Teaching and Learning, per licensed contract. It is composed of administrators and teachers and meets monthly to discuss District-level implementation of curriculum revisions and District-wide program changes that may have a significant impact on licensed staff.

Measurements 3, 4 and 5: Percent of teachers and staff employed by BSD 5+ years, hiring statistics and diversity.

Measurement	2011-12		2012-13		2013-14		2014-15		2015-16 Goal	
Percent of teachers and staff employed by Beaverton School District 5+ years	Admin	96%	Admin	97%	Admin	95%	Admin	97%	Admin	98%
	Licensed	82%	Licensed	93%	Licensed	86%	Licensed	90%	Licensed	95%
	Classified	71%	Classified	72%	Classified	74%	Classified	78%	Classified	82%
Number of teachers and staff hired	Admin	3	Admin	7	Admin	17	Admin	29	NA	
	Licensed	203	Licensed	124	Licensed	168	Licensed	438		
	Classified	272	Classified	119	Classified	125	Classified	236		
Staff and administration diversity mirrors student diversity	Students	46%	Students	48%	Students	49%	Students	51%	Students	NA
	Admin	16%	Admin	18%	Admin	15%	Admin	19%	Admin	22%
	Licensed	10%	Licensed	15%	Licensed	10%	Licensed	11%	Licensed	15%
	Classified	18%	Classified	18%	Classified	19%	Classified	20%	Classified	22%

Retention percentage of employees by ethnicity 5+ years (groups with fewer than 5 employees not included)

Year	Administrators				Licensed					Classified			
	Asian	Black	Whit	Hisp	Asian	Black	Whit	Hisp	Am N	Asian	Black	Whit	Hisp
2011-12	80%	100%	83%	100%	86%	81%	83%	87%	87%	77%	50%	75%	73%
2012-13	89%	100%	82%	88%	98%	95%	94%	96%	50%	71%	61%	76%	82%
2013-14	100%	100%	95%	86%	87%	86%	86%	86%	92%	72%	81%	79%	85%
2014-15	100%	100%	95%	88%	88%	95%	88%	91%	91%	72%	81%	79%	85%

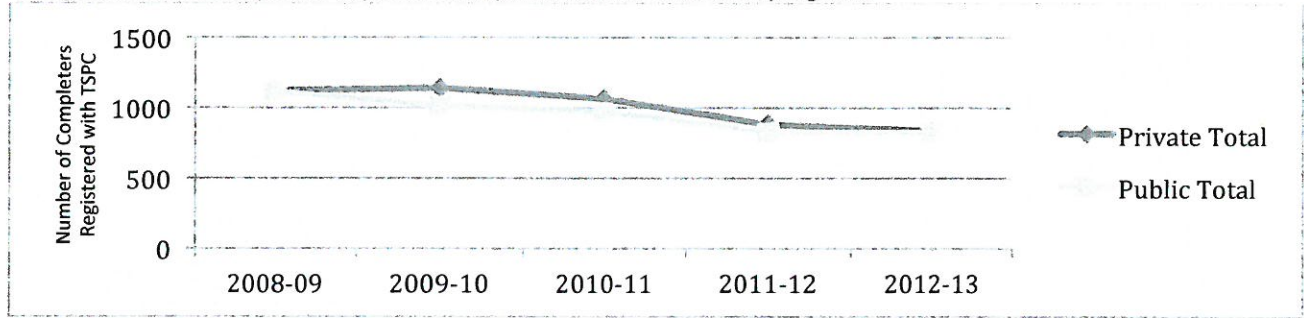
Successes

- Retention rates are high.
- Rehire rates are high – over 200 of 2014-15 licensed hires previously worked in the District.

Issues

- There are 1400 more students than in 2008 and 248 fewer employees.
- Late staffing timelines impact the ability to hire preferred candidates.
- Reduced substitute pools result in unfilled absences.
- Half-day kindergarten will impact part-time teachers and bus drivers.
- Enrollment in teacher preparation programs has dropped since 2008.

Oregon licensure completers in private and public teacher education programs



Action Plan

- Implement earlier hiring timelines, per the Staffing Calendar (Attachment 2).
- Pool hire for high needs areas, including special education, bilingual and kindergarten teachers.
- Work with kindergarten teachers to determine best placements.
- Work with bus drivers to identify retention strategies due to elimination of mid-day runs.
- Implement web-based staffing model.
- Develop "grow our own" university partnerships.
- Develop a new classified evaluation system.
- Revise job descriptions.
- Provide hiring workshops for administrators with an emphasis on diverse candidates.
- Continue the practice of hiring diverse candidates from Portland Teachers' Program and the PSU Bilingual Teacher Pathway program – a "grow our own" model for classified staff who want to become teachers.
- Attend recruiting both in-state and out-of-state recruiting events.
- Identify promising candidates from existing temporary employees, substitutes and student teachers.

Measurements 6 and 7: Percent of teachers reporting improved practice based on collaboration and sufficient time to do so.

Measurement	2011-12	2012-13	2013-14	2014-15 Goal	2015-16 Goal
Percent of teachers reporting improved practice based on collaboration efforts			87%	90%	95%
Percent of teachers reporting sufficient time to collaborate			40%	42%	50%

Percentage reporting improved practice based on collaboration efforts by group

Group	2011-12	2012-13	2013-14
All Teachers			87%
Male			89%
Female			91%
Hispanic			73%
White			91%
Heterosexual			91%
LGBQ			82%

Percentage reporting sufficient time to collaborate by group

Group	2011-12	2012-13	2013-14
All Teachers			40%
Male			46%
Female			42%
Hispanic			46%
White			43%
Heterosexual			45%
LGBQ			30%

Successes

- A large majority of teachers value collaboration time and report it improves their practice.
- Learning teams have been the vehicle for providing collaboration time.
- All schools are able to provide some collaboration time.
- Most elementary schools have identified regular collaboration time.

Issues

- Secondary teachers struggle to find sufficient time for collaboration during their workday.
- Teachers in specialized positions struggle to find time to collaborate with their colleagues across the District (band, PE, art, counselors, etc.).

Action Plan

- The Professional Development Advisory Committee will recommend models for effective learning teams.

Measurements 8, 9 and 10: Percent of teachers reporting improved practice based on professional development and the evaluation system and their ability to provide differentiated instruction.

Measurement	2011-12	2012-13	2013-14	2014-15 Goal	2015-16 Goal
Percent of teachers reporting improved practice based on professional development		29%	25%	35%	40%
Percent of teachers reporting improved practice based on evaluation system			30%	40%	50%
Percent of teachers reporting they effectively provide differentiated instruction	97%	92%	93%	95%	97%

Percentage reporting improved practice based on professional development

Group	2011-12	2012-13	2013-14
All Teachers		29%	25%
Male		27%	23%
Female		30%	29%
Hispanic		33%	30%
White		30%	27%
Heterosexual		29%	26%
LGBQ		37%	39%

Percentage reporting improved practice based on evaluation system

Group	2011-12	2012-13	2013-14
All Teachers			87%
Male			89%
Female			91%
Hispanic			73%
White			91%
Heterosexual			91%
LGBQ			82%

Percentage reporting effective differentiated instruction

Group	2011-12	2012-13	2013-14
All Teachers	97%	92%	93%
Male	96%	89%	90%
Female	97%	93%	95%
Hispanic	97%	91%	84%
White	97%	92%	94%
Heterosexual	97%	92%	94%
LGBQ	100%	93%	94%

Successes

- School administrators and their supervisors are receiving research-based supervision and coaching training.
- A majority of teachers are confident they effectively differentiate instruction.
- Science and math teacher surveys and student performance data indicate increased ability of teachers to teach their subject areas and/or increased student gains (Attachments 3 and 4).

Issues

- It is unclear whether teachers interpreted the survey as being related to school, District or externally provided professional development. Previous Staff Survey questions asked teachers if they have the professional development needed to do their jobs well, and 56% of respondents indicated they do.
- Teachers are reticent to be out of their classrooms and write substitute plans to attend professional development.
- Relying on substitutes so teachers can receive professional development is not best practice nor is it reliable given recent shortages.
- Not all teachers are experiencing effective coaching through the teacher evaluation process.
- Teachers are concerned about the impact of student growth on their overall evaluations.

- Staff perception of their ability to differentiate instruction does not align with student sub-group results.

Action Plan

- The Professional Advisory Committee will advise the District on professional development needs and models for teachers.
- Administrators will receive ongoing supervision training and support.
- Hiring teachers with ESOL endorsements will be a priority.

Measurement 11: Percent of teachers and staff reporting they contribute to decision-making.

Measurement	2011-12	2012-13	2013-14	2014-15 Goal	2015-16 Goal
Percent of teachers and staff reporting they contribute to decision-making	79%	73%	69%	75%	80%

Percentage staff reporting they contribute to decision-making by group

Group	2011-12	2012-13	2013-14
All Staff	79%	73%	69%
Male	85%	75%	73%
Female	82%	76%	74%
Asian	87%	68%	85%
Hispanic	85%	77%	70%
White	83%	76%	74%
Heterosexual	83%	77%	74%
LGBQ	81%	70%	66%

Percentage staff reporting they contribute to decision-making by school

School	2011-12	2012-13	2013-14
Barnes	84%	80%	
Beaver Acres	73%		
Bonny Slope	90%		
Findley	91%		
Fir Grove	87%		
Vose	81%		
Aloha-Huber Park	74%	57%	75%
Cedar Park MS	85%		
Conestoga MS	61%	53%	
Five Oaks MS	64%	71%	69%
Highland Park MS	98%		
Meadow Park MS	84%		
Mountain View MS	79%	72%	
Stoller MS	55%	57%	36%
Whitford MS	94%	85%	
International School		50%	
Aloha HS	87%	77%	83%
Beaverton HS	82%	75%	69%
Southridge HS	87%	82%	95%
Sunset HS	72%	69%	54%
Westview HS	74%	80%	79%

Successes

- The majority of staff in all groups/schools report they contribute to decision-making.

Issues

- Over the past three years, fewer staff reported they contribute to decision-making.
- The ability to have a voice in decision-making can impact staff morale.
- Not all employees are aware of or take advantage of opportunities to have their voices heard.

Action Plan

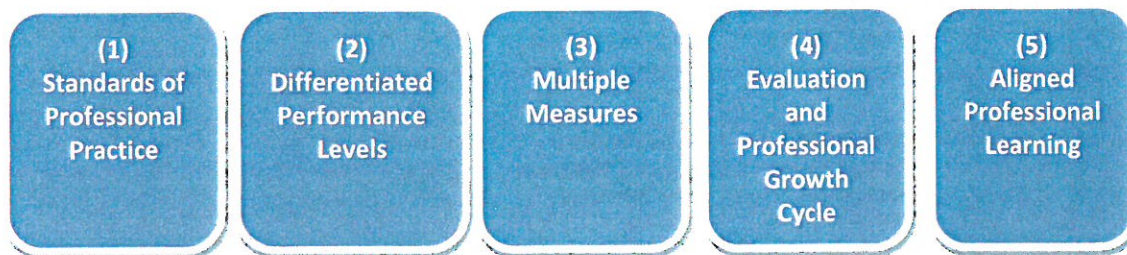
- Continue administrator training and coaching in inclusive practices and effective supervision and decision-making.
- Staff will be provided opportunities to voice their opinions through surveys, listening sessions and focus groups.
- Staff will participate in recommendations to increase central efficiencies, e.g. field trip processes, Transportation communication to schools, processes for adding materials when additional APU is allocated and the development of a capital improvement process.
- Continue a District-wide effort to recognize and encourage staff contributions toward our collective excellence.
- The Professional Development Advisory Committee and regular labor/management meetings provide opportunities to contribute to decision-making.

ATTACHMENT 1

Introducing Oregon's Matrix Model for Educator Summative Evaluations

Oregon's Requirements for Teacher and Administrator Evaluation and Support Systems

Teacher and administrator evaluation and support systems in all Oregon school districts must include the following five elements described in the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*:



These five required elements defined below establish the parameters for local evaluation and support systems. The Oregon Framework describes the state criteria for each of these elements. Districts must align their systems to these elements but have local flexibility in their design and implementation. Local systems must meet or exceed the state criteria for evaluation and support systems.

1. **Standards of Professional Practice.** The state adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards define what teachers and administrators should know and be able to do to ensure that every student is ready for college, careers, and engaged citizenship in today's world.
2. **Differentiated (4) Performance Levels.** Districts select a rubric to evaluate teacher and administrator performance on the standards of professional practice measured on four performance levels. Each level is defined as follows: Level 1=does not meet standards; Level 2 = progress toward meeting standards; Level 3=meets standards; Level 4=exceeds standards.
3. **Multiple Measures.** Multiple sources of data are used to measure teacher and administrator performance on the Standards of Professional Practice, including evidence from: professional practice, professional responsibilities, and student learning and growth.
4. **Evaluation and Professional Growth Cycle.** Teachers and administrators are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment, and summative evaluation. The **Oregon Matrix Model** is used for the summative evaluation. The matrix model combines measures for professional practice (PP) and professional responsibilities (PR) and student learning and growth (SLG). The Y-axis represents the performance level for PP/PR, and the X-axis represents the performance level for SLG. The educator's Professional Growth Plan and overall summative performance level are determined by the intersection of the Y- and X-axes.
5. **Aligned Professional Learning.** Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's or administrator's evaluation and his/her need for professional growth.

The Oregon Matrix for Summative Evaluations for Teachers and Administrators

In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersects with Student Learning and Growth (SLG) culminating in a Professional Growth Plan and summative performance level. When there is a discrepancy between the PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy.

Y-AXIS: Combined Rating on Professional Practice and Professional Responsibilities (PP/PR)	LEVEL 4 (Highest)	COLLEGIAL PLAN With focus on SLG Goals *SLG INQUIRY due to LOW level of fidelity between measures 3	FACILITATIVE or COLLEGIAL PLAN With focus on SLG Goals Determined post inquiry *SLG INQUIRY due to only SOME level of fidelity between measures 3 or 4	FACILITATIVE PLAN Educator leads development of Professional Growth Plan GOOD level of fidelity between measures 4	FACILITATIVE PLAN Educator leads development of Professional Growth Plan HIGHEST level of fidelity between measures 4
	LEVEL 3	COLLEGIAL or CONSULTING PLAN With focus on SLG Goals Determined post inquiry *SLG INQUIRY due to SOME level of fidelity between measures 2 or 3	COLLEGIAL PLAN With focus on SLG Goals GOOD level of fidelity between measures 3	COLLEGIAL PLAN Educator and evaluator collaboratively develop Professional Growth Plan HIGHEST level of fidelity between measures 3	COLLEGIAL PLAN Educator and evaluator collaboratively develop Professional Growth Plan GOOD level of fidelity between measures 3
	LEVEL 2	CONSULTING PLAN With focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Plan GOOD level of fidelity between measures 2	CONSULTING PLAN With focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Plan HIGHEST level of fidelity between measures 2	CONSULTING PLAN Evaluator consults with the educator and guides development of Professional Growth Plan GOOD level of fidelity between measures 2	COLLEGIAL or CONSULTING PLAN Determined post inquiry *PP/PR INQUIRY due to only SOME level of fidelity between measures 2 or 3
	LEVEL 1 (Lowest)	DIRECTED PLAN With focus on SLG Goals Evaluator determines Professional Growth Plan HIGHEST level of fidelity between measures 1	DIRECTED PLAN With focus on SLG Goals Evaluator determines Professional Growth Plan GOOD level of fidelity between measures 1	CONSULTING or DIRECTED PLAN Determined post inquiry *PP/PR INQUIRY due to only some level of fidelity between measures 1 or 2	CONSULTING PLAN Evaluator consults with the educator and guides development of Professional Growth Plan *PP/PR INQUIRY due to only LOW level of fidelity between measures 2
		LEVEL 1 (Lowest)	LEVEL 2	LEVEL 3	LEVEL 4 (Highest)
X-AXIS: Rating on Student Learning and Growth					

*Ratings in these areas require an inquiry process in order to determine a summative performance level and Professional Growth Plan.

5 Dimensions of Teaching and Learning™

Instructional Framework Version 4.0

5D™	Subdimension	The Vision	Guiding Questions
Purpose	Standards	- The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. - The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s).	- How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? - How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.? - What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? - Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? - How are the standard(s) and learning target communicated and made accessible to all students? - How do students communicate their understanding about what they are learning and why they are learning it? - How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? - How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
	Learning Target and Teaching Points	- The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. - The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. - The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s).	
Student Engagement	Intellectual Work	- Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). - Students take ownership of their learning to develop, test and refine their thinking.	- What is the frequency of teacher talk, teacher-initiated questions, student-to-student interaction, student presentation of work, etc.? - What does student talk reveal about the nature of students' thinking? - Where is the locus of control over learning in the classroom? - What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work?
	Engagement Strategies	- Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. - Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.	- What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? - What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)? - Do all students have access to participation in the work of the group? Why/why not? How is participation distributed?
	Talk	- Student talk reflects discipline-specific habits of thinking and ways of communicating. - Student talk embodies substantive and intellectual thinking.	What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?

5D™	Subdimension	The Vision	Guiding Questions
Curriculum & Pedagogy	Curriculum	- Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. - The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time.	- How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) - How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards? - How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making? - What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge? - How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials? - How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?
	Teaching Approaches and/or Strategies	- The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. - Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. - The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs. - The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence.	
	Scaffolds for Learning	The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence.	
Assessment for Student Learning	Assessment	- Students assess their own learning in relation to the learning target. - The teacher creates multiple assessment opportunities and expects all students to demonstrate learning. - Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.). - The teacher uses observable systems and routines for recording and using student assessment data (e.g., charts, conferring records, portfolios, rubrics). - Assessment criteria, methods and purposes are transparent and match the learning target.	- How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment? - How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws? - How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking? - How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning? - How does the teacher's instruction reflect planning for assessment? - How does the teacher use multiple forms of assessment to inform instruction and decision-making? - How does the teacher adjust instruction based on in-the-moment assessment of student understanding?
	Adjustments	The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students.	
	Use of Physical Environment	- The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. - The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). - Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.).	- How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? - How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? - How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? - What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? - What do discourse and interactions reveal about what is valued in this classroom? - What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
Classroom Environment & Culture	Classroom Routines and Rituals	- Classroom systems and routines facilitate student responsibility, ownership and independence. - Available time is maximized in service of learning.	
	Classroom Culture	- Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning. - Classroom norms encourage risk-taking, collaboration and respect for thinking.	

5D+™ Teacher Evaluation Rubric

We know that building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5D+ Teacher Evaluation Rubric – a growth-oriented tool for improving instruction.

Dimensions of the 5D+ Teacher Evaluation Rubric

The 5D+ Teacher Evaluation Rubric is based on the 5 Dimensions of Teaching and Learning (5D) instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction. These core elements have been incorporated into the 5D framework and 5D+ rubric as five dimensions – Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture – which are divided into 13 subdimensions. The 5D+ rubric also includes Professional Collaboration and Communication, which is based on activities and relationships that teachers engage in outside of classroom instruction.

Organization of the 5D+ Teacher Evaluation Rubric

The 5D+ rubric is composed of 37 indicators of teacher performance, each appearing on a separate page of the rubric. In the example below: the dimension is Purpose, the subdimension is Standards, and the indicator is Connection to Standards, Broader Purpose and Transferable Skill. The pages are color-coded by dimension.

Purpose	Standards	Connection to standards, broader purpose and transferable skill
Un satisfactory	Un satisfactory	Un satisfactory
Basic	Basic	Basic
Proficient	Proficient	Proficient
Possible Teacher Observables: The lesson is not based on grade level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill.	Possible Teacher Observables: The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is occasionally linked to broader purpose or a transferable skill.	Possible Teacher Observables: The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is frequently linked to broader purpose or a transferable skill.
Possible Teacher Observables: A 6 th grade teacher presents a lesson on American Revolution. Content and skills are aligned to 5 th grade standards.	Possible Teacher Observables: A 6 th grade teacher presents a lesson on American Revolution. Content and learning targets are aligned to 6 th grade standards.	Possible Teacher Observables: A 6 th grade teacher presents a lesson on American Revolution. Content and learning targets are aligned to 6 th grade standards. The lesson is linked to broader purpose and transferable skill.

Performance Levels

Performance levels within each indicator are used to delineate teaching practice, from unsatisfactory to basic, proficient and distinguished. The sophistication of teaching practice and the role of students increase across the levels of performance. The language describing each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher being rated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice. A careful analysis of instructional practice leads to the determination of a teacher's performance level on each indicator.

Resources and Support

This 5D+ Teacher Evaluation Rubric is available as a pdf on the University of Washington Center for Educational Leadership website at www.k-12leadership.org/teacher-eval. You will also find associated resource materials and a description of the services CEL can provide to support your implementation.

5D+™ Teacher Evaluation Rubric

Purpose			
Unsatisfactory		Basic	Proficient
Standards: Connection to standards, broader purpose and transferable skill			
P1	The lesson is not based on grade level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is occasionally linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is consistently linked to broader purpose or a transferable skill.
Standards: Connection to previous and future lessons			
P2	The lesson is rarely or never linked to previous and future lessons.	The lesson is clearly linked to previous and future lessons.	The lesson is clearly linked to previous and future lessons. Lessons build on each other in ways that enhance student learning. Students understand how the lesson relates to previous lesson.
Teaching Point: Teaching point(s) are based on students' learning needs			
P3	Teacher rarely or never bases the teaching point(s) on students' learning needs – academic background, life experiences, culture and language.	Teacher bases the teaching point(s) on limited aspects of students' learning needs – academic background, life experiences, culture and language.	Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for some groups of students.
Learning Target: Communication of learning target(s)			
P4	Teacher rarely or never states or communicates with students about the learning target(s).	Teacher states the learning target(s) at the beginning of each lesson.	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of what the target(s) are and references the target throughout instruction.
Learning Target: Success criteria and performance task(s)			
P5	The success criteria for the learning target(s) are nonexistent or aren't clear to students.	The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria in a limited manner.	The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria. Students refer to success criteria and use them for improvement.

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5D+™ Teacher Evaluation Rubric

Student Engagement			
Unsatisfactory		Basic	Proficient
Intellectual Work: Quality of questioning			
SE1	Teacher rarely or never asks questions to probe and deepen students' understanding or uncover misconceptions.	Teacher occasionally asks questions to probe and deepen students' understanding or uncover misconceptions.	Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.
	Intellectual Work: Ownership of learning		
SE2	Teacher rarely or never provides opportunities and strategies for students to take ownership of their own learning to develop, test and refine their thinking.	Teacher occasionally provides opportunities and strategies for students to take ownership of their learning. Locus of control is with teacher.	Teacher consistently provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support students' learning.
	Engagement Strategies: High cognitive demand		
SE3	Teacher expectations and strategies engage few or no students in work of high cognitive demand.	Teacher expectations and strategies engage some students in work of high cognitive demand.	Teacher expectations and strategies engage all students in work of high cognitive demand.
	Engagement Strategies: Strategies that capitalize on learning needs of students		
SE4	Teacher rarely or never uses strategies based on the learning needs of students – academic background, life experiences, culture and language of students.	Teacher uses strategies that capitalize and are based on learning needs of students – academic background, life experience and culture and language of students – for the whole group.	Teacher uses strategies that capitalize and build upon learning needs of students – academic background, life experiences, culture and language of students – for the whole group, small groups of students and individual students.
	Engagement Strategies: Expectation, support and opportunity for participation and meaning making		
SE5	Teacher rarely or never uses engagement strategies and structures that facilitate participation and meaning making by all students. Few students have the opportunity to engage in quality talk.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in quality talk.	Teacher sets expectation and provides support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in quality talk. Routines are often student-led.
	Talk: Substance of student talk		
SE6	Student talk is nonexistent or is unrelated to content or is limited to single-word responses or incomplete sentences directed to teacher.	Student talk is directed to teacher. Talk associated with content occurs between students, but students do not provide evidence for their thinking.	Student-to-student talk reflects knowledge and ways of thinking associated with the content. Students provide evidence to support their arguments and new ideas.

5D+™ Teacher Evaluation Rubric

Curriculum & Pedagogy				Basic	Proficient	Distinguished
Curriculum: Alignment of instructional materials and tasks						
CP1	Instructional materials and tasks rarely or never align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Materials and tasks frequently align with student's level of challenge.	Instructional materials and tasks align with the purpose of the unit and lesson. Materials and tasks frequently align with student's level of challenge.	Instructional materials and tasks align with the purpose of the unit and lesson. Materials and tasks consistently align with student's level of challenge.	Instructional materials and tasks align with the purpose of the unit and lesson. Materials and tasks consistently align with student's level of challenge.
Teaching Approaches and/or Strategies: Discipline-specific conceptual understanding						
CP2	Teacher rarely or never uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.	Teacher occasionally uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.	Teacher frequently uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.	Teacher frequently uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.	Teacher consistently uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.	Teacher consistently uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding.
Teaching Approaches and/or Strategies: Pedagogical content knowledge						
CP3	Instruction is rarely or never consistent with pedagogical content knowledge and does not support students in discipline-specific habits of thinking.	Instruction is occasionally consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.	Instruction is frequently consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.	Instruction is frequently consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.	Instruction is always consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.	Instruction is always consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.
Teaching Approaches and/or Strategies: Teacher knowledge of content						
CP4	Teacher demonstrates a lack of knowledge of discipline-based concepts by making content errors.	Teacher demonstrates a basic knowledge of how discipline-based concepts relate to or build upon one another.	Teacher demonstrates a solid understanding of how discipline-based concepts relate to or build upon one another. Teacher identifies and addresses student misconceptions in the lesson or unit.	Teacher demonstrates a solid understanding of how discipline-based concepts relate to or build upon one another. Teacher identifies and addresses student misconceptions in the lesson or unit.	Teacher demonstrates an in-depth understanding of how discipline-based concepts relate to or build upon one another. Teacher identifies and addresses student misconceptions that impact conceptual understanding over time.	Teacher demonstrates an in-depth understanding of how discipline-based concepts relate to or build upon one another. Teacher identifies and addresses student misconceptions that impact conceptual understanding over time.
Teaching Approaches and/or Strategies: Differentiated instruction						
CP5	Teacher rarely or never uses strategies that differentiate for individual learning strengths and needs.	Teacher occasionally uses strategies that differentiate for individual learning strengths and needs.	Teacher frequently uses strategies that differentiate for individual learning strengths and needs.	Teacher frequently uses strategies that differentiate for individual learning strengths and needs.	Teacher consistently uses strategies that differentiate for individual learning strengths and needs.	Teacher consistently uses strategies that differentiate for individual learning strengths and needs.
Scaffolds for Learning: Scaffolds the task						
CP6	Teacher rarely or never provides scaffolds and structures that are related to and support the development of the targeted concepts and/or skills.	Teacher provides limited scaffolds and structures that may or may not be related to and support the development of the targeted concepts and/or skills.	Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills.	Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills.	Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills. Students use scaffolds across tasks with similar demands.	Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills. Students use scaffolds across tasks with similar demands.
Scaffolds for Learning: Gradual release of responsibility						
CP7	Teacher rarely or never uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher occasionally uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher frequently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher frequently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher consistently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher consistently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence. Students expect to be self-reliant.

Assessment for Student Learning						
	Unsatisfactory		Basic		Proficient	Distinguished
A1	Assessment: Self-assessment of learning connected to the success criteria					
	Students are rarely or never given an opportunity to assess their own learning in relation to the success criteria for the learning target.	Students are occasionally given an opportunity to assess their own learning in relation to the success criteria for the learning target.	Students frequently assess their own learning in relation to the success criteria for the learning target.	Students consistently assess their own learning in relation to the success criteria and can determine where they are in connection to the learning target.		
A2	Assessment: Demonstration of learning					
	Assessments are not aligned with the learning targets.	Assessment tasks are partially aligned with the learning targets, allowing students to demonstrate some understanding and/or skill related to the targets.	Assessment tasks are aligned with the learning targets, allowing students to demonstrate their understanding and/or skill related to the learning targets.	Assessment tasks are aligned with the learning targets and allow students to demonstrate complex understanding and/or skill related to the learning targets.		
A3	Assessment: Formative assessment opportunities					
	Teacher rarely or never provides formative assessment opportunities during the lesson.	Teacher only provides formative assessment opportunities to determine students' understanding of directions and task.	Teacher provides formative assessment opportunities that align with the learning target(s).	Teacher provides a variety of strategies for formative assessment that align with the learning target(s).		
A4	Assessment: Collection systems for formative assessment data					
	Teacher rarely or never uses an observable system and/or routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data and occasionally uses the system for instructional purposes.	Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and frequently uses the system for instructional purposes.	Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.		
A5	Assessment: Student use of assessment data					
	Students rarely or never use assessment data to assess their own learning.	Students occasionally use assessment data to assess their own learning, determine learning goals and monitor progress over time.	Students frequently use assessment data to assess their own learning, determine learning goals and monitor progress over time.	Students consistently use assessment data to assess their own learning, determine learning goals and monitor progress over time.		
A6	Adjustments: Teacher use of formative assessment data					
	Teacher rarely or never uses formative assessment data to make instructional adjustments, give feedback to students or modify lessons.	Teacher uses formative assessment data to modify future lessons.	Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give general feedback aligned with the learning target.	Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.		

5D+™ Teacher Evaluation Rubric

Classroom Environment & Culture				
	Unsatisfactory	Basic	Proficient	Distinguished
CEC1	Use of Physical Environment: Arrangement of classroom			
	Physical environment of the room is unsafe and the arrangement gets in the way or distracts from student learning and the purpose of the lesson.	The physical environment is safe but the arrangement neither supports nor distracts from student learning or the purpose of the lesson.	The physical environment is safe, and the arrangement supports student learning and the purpose of the lesson. Teacher and students use the physical arrangement for learning.	The physical environment is safe, and the arrangement supports student learning and the purpose of the lesson. Teacher and students use the physical arrangement for learning.
CEC2	Use of Physical Environment: Accessibility and use of materials			
	The resources, materials and technology in the classroom do not relate to the content or current units studied, or are not accessible to all students to support their learning during the lesson.	The resources, materials and technology in the classroom relate to the content or current unit studied and are accessible to all students but are not referenced by teacher.	The resources, materials and technology in the classroom relate to the content or current unit studied, are accessible to all students and are intentionally used by teacher to support learning.	The resources, materials and technology in the classroom relate to the content or current unit studied, are accessible to all students and are intentionally used by both teacher and student to support learning. Students are familiar and comfortable with using the available resources.
CEC3	Classroom Routines and Rituals: Discussion, collaboration and accountability			
	Routines for discussion and collaborative work are absent, poorly executed or do not hold students accountable for their work and learning.	Routines for discussion and collaborative work are present, but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Routines for discussion and collaborative work have been taught, are evident, and result in effective discourse related to the lesson purpose. With prompts, students use these routines during the lesson. Students are held accountable for their work and learning.	Routines for discussion and collaborative work have been explicitly taught, are evident, and result in effective discourse related to the lesson purpose. Students independently use the routines during the lesson. Students are held accountable for their work, take ownership for their learning and support the learning of others.
CEC4	Classroom Routines and Rituals: Use of learning time			
	Teacher or students frequently disrupt or interrupt learning activities, which results in loss of learning time. Transitions are disorganized and result in loss of instructional time.	Teacher or students occasionally disrupt or interrupt learning activities, which results in some loss of learning time. Some transitions are disorganized and result in loss of instructional time.	Learning time is mostly maximized in service of learning. Transitions are teacher-dependent and maximize instructional time.	All available time is maximized in service of learning. Transitions are student-managed, efficient, and maximize instructional time.
CEC5	Classroom Routines & Rituals: Managing student behavior			
	Teacher rarely or never responds to student misbehavior by following classroom routines and/or building discipline procedures. Student behavior does not change or may escalate.	Teacher responds to student misbehavior by following classroom routines and/or building discipline procedures, but with uneven student behavior results.	Teacher responds to student misbehavior by following classroom routines and building discipline procedures. Student misbehavior is rare.	Teacher responds to student misbehavior by following classroom routines and building discipline procedures. Student behavior is appropriate. Students manage themselves, assist each other in managing behavior, or there is no student misbehavior.

5D+™ Teacher Evaluation Rubric

Classroom Environment & Culture				
	Unsatisfactory	Basic	Proficient	Distinguished
CEC6	Classroom Culture: Student status			
	Teacher does not develop appropriate and positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates appropriate teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate appropriate teacher-student and student-student relationships that foster students' well-being and adapt to meet individual circumstances. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate appropriate teacher-student and student-student relationships that foster students' well-being and adapt to meet individual circumstances. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for students' status to be elevated.
CEC7	Classroom Culture: Norms for learning			
	Classroom norms are not evident and/or do not address risk taking, collaboration, respect for divergent thinking or students' culture.	Classroom norms are evident and encourage risk taking, collaboration, respect for divergent thinking and students' culture. Teacher and student interactions occasionally align with the norms.	Classroom norms are evident and encourage risk taking, collaboration, respect for divergent thinking and students' culture. Teacher and student interactions frequently align with the norms.	Classroom norms are evident and encourage risk taking, collaboration, respect for divergent thinking and students' culture. Teacher and students consistently align with the norms. Students remind one another of the norms.

Professional Collaboration & Communication				
	Unsatisfactory	Basic	Proficient	Distinguished
PCC1	Professional Learning and Collaboration: Collaboration with peers and administrators to improve student learning			
	Teacher rarely or never collaborates with peers or engages in reflective inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work.
PCC2	Professional Learning and Collaboration: Professional and collegial relationships			
	Teacher rarely or never develops or sustains professional and collegial relationships for the purpose of student, staff or district growth. Teacher may subvert professional and collegial relationships.	Teacher develops limited professional and collegial relationships for the purpose of student, staff or district growth.	Teacher develops and sustains professional and collegial relationships for the purpose of student, staff or district growth.	Teacher develops and sustains professional and collegial relationships for the purpose of student, staff or district growth. Teacher serves as a mentor for others' growth and development.
PCC3	Communication and Collaboration: Parents and guardians			
	Teacher rarely or never communicates in any manner with parents and guardians about student progress.	Teacher occasionally communicates with all parents and guardians about goals of instruction and student progress, but usually relies on only one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress and uses multiple tools to communicate in a timely and positive manner. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.
PCC4	Communication and Collaboration: Communication within the school community about student progress			
	Teacher maintains minimal student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information to relevant individuals within the school community in a timely way, accurately, and in an organized manner, including both successes and challenges.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information to relevant individuals within the school community in a timely way. Teacher and student communicate accurately and positively about student successes and challenges.

5D+™ Teacher Evaluation Rubric

Professional Collaboration & Communication				
	Unsatisfactory	Basic	Proficient	Distinguished
PCC5	Professional Responsibilities: Supports school, district, and state curriculum, policy and initiatives			
	Teacher is unaware of or does not support school, district, or state initiatives. Teacher violates a district policy or rarely or never follows district curriculum/pacing guide.	Teacher supports and has a basic understanding of school, district, and state initiatives. Teacher follows district policies and curriculum/pacing guide.	Teacher supports and has solid understanding of school, district, and state initiatives. Teacher follows district policies and implements district curriculum and policy. Teacher makes pacing adjustments as appropriate, to meet whole group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district, and state initiatives. Teacher follows district policies and implements district curricula and policy. Teacher makes pacing adjustments as appropriate to meet whole group and individual needs, without compromising an aligned curriculum.
PCC6	Professional Responsibilities: Ethics and advocacy			
	Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.

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ATTACHMENT 2

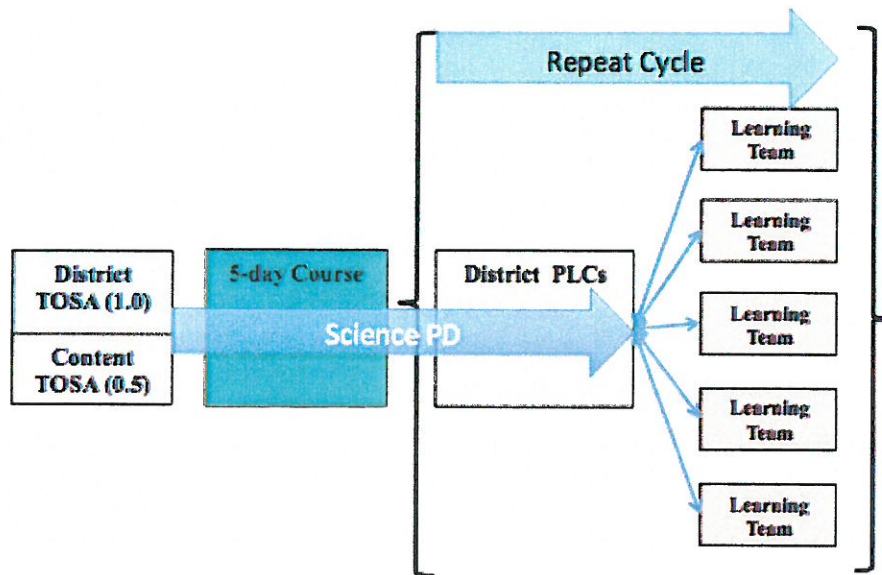
CALENDAR FOR 2015-2016 STAFFING

<u>Date</u>	<u>Event</u>	<u>Responsible</u>
Oct. 1	- Staffing calendar committee meets	HR
December 8	- K-12 open enrollment begins—ends last Monday in January	T & L
Prior to winter break	- Initial enrollment projections distributed to all administrators as adjusted for ADM and 1% holdback	Facilities/Business
	- Boundary adjustment meetings completed/results shared	
December 10	- List of schools adding PYP/MYP/IB/TWI/EL and fee estimates to Business Office	T & L
December 11, 12	- Get principal input on formulas in principals' meetings	T & L
January 6	- Options application deadline	T & L
January 9	- Initial SPED specialized program student counts, by school, due to Business Office	SPED
	- Poverty percentages for December to Business Office	T & L/Business
January 9 - February 15	- Internal Budget Team meetings	Business
January 12	- Preliminary non-salary allocations provided to schools – ES, MS, HS based on preliminary enrollment to be adjusted in March	Business
January/February	- Principals survey licensed and classified staff for input on position assignment preferences	Principals
January 26	- K-12 open enrollment closes	T & L
	- FINAL elementary SPED classroom teacher assignments and specialized program student counts, by school, due to Business Office	SPED
January 29	- Open enrollment numbers to Facilities	T & L
February 6	- All Options information to Facilities/Business	T & L
February 13	- FINAL MS and HS SPED specialized program student counts, by school, due to Business Office	SPED
	- FINAL SPED & ESL school assignments to Business Office	SPED/ESL
	- Elementary specialist allocations to Business Office	T & L
February 18	- Staffing ratios to schools	Business
	- Non-salary and salary allocations to central cost centers	
February 18, 19	- Confidential principal meetings to share IBT info	T & L
February 23	- FINAL enrollment projections distributed (all levels)	Facilities/Business
March 1-April 1	- Inter-district student transfer application process	T & L
March 2	- Program, management, licensed & classified allocations to all schools	Business
	- FINAL SPED & ESL school assignments distributed to schools	
	- Business Office (Gayellyn) sends allocations by 8 a.m. to Contract Center	
	- Contract Center sends out to ES schools in p.m of 3/2	
	- Contract Center sends to MS, HS and Options when ready	
March 6	- ES classified staffing plans due	ES Principals
	- Small ES licensed staffing plans due	
March 9	- Medium and large ES licensed staffing plans due	ES Principals
March 12	- MS licensed and classified staffing plans due	MS Principals
March 14	- Initial full-day/half-day kindergarten numbers due	T & L
March 18	- HS/Options classified staffing due	HS Principals
April 1 - May 1	- Inter-district student acceptance and parent notification	T & L
April 3	- HS licensed staffing plans due	HS Principals
August/September 2015	- Licensed class size adjustments	T&L/Business/HR
	- Transfers determined	

ATTACHMENT 3

Science Report on Professional Development Effectiveness

As part of the re-sequencing of the high school science courses, all high school science teachers have taken at least one five day training in Physics, Chemistry, or Biology. In these courses, we lay the foundation for a new way of teaching science in the Beaverton School District that is aligned to the Next Generation Science Standards that Oregon Adopted in 2014. We provide continued and ongoing support for teachers through District PLCs that are held 1 time a month for each subject area. These PLC meeting are optional. One teacher from each comprehensive high school generally attends each of the PLC meetings and reports back to their school what was discussed and decided. District PLCs are a way to connect Learning Teams to district PD.

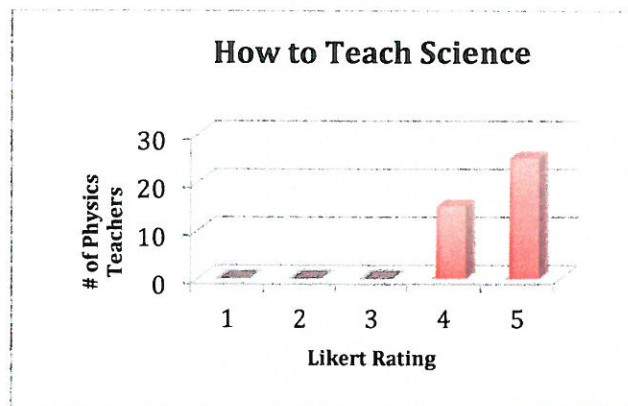


Physics Course Feedback

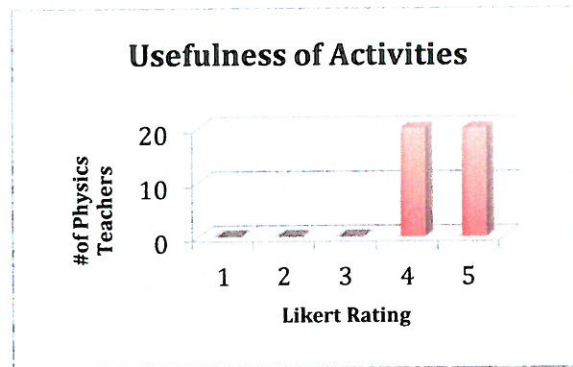
Physics training has been occurring since the spring of 2012. It was a mandatory training for all Physics teachers in the school district who teach a Physics course. The training is 5 days long. Teachers had options of taking it during the school day with substitutes or during the summer for extended contract pay.

The following data was compiled from exit surveys at the end of the 5-day course. A Likert-scale was used. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

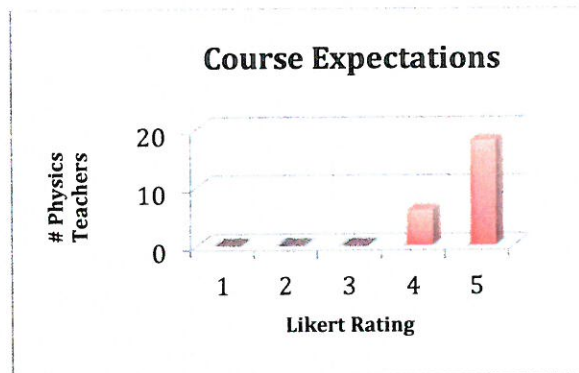
Question #1: In general my overall understanding of how to teach science has been changed by my participation in this class.



Question #2: I learned some activities and labs that are practical and can be used without too much alteration.



Question #3: My expectations for the course were met.



Teacher Comments-

- This has probably been the best class that I have participated in in a very long time. Thanks!
- Thank you so much for the work you both put toward making this course useful. Thanks even more for the inspiration!
- I really appreciate the wealth of resources provided and the willingness of the instructors to address our concerns and questions.
- I'm looking forward to the collaborative opportunities that this class has made possible; hopefully in the coming school years, I'll be able to work with people from other districts as we continue to refine our approach to teaching physics.
- I think this is an excellent class and you did exceptionally well teaching it. Your method is perfect for a 90-minute class.
- It was particularly beneficial to me to take this course with my colleagues and to have time to discuss how we would implement these activities in our course next year. Thanks for everything!

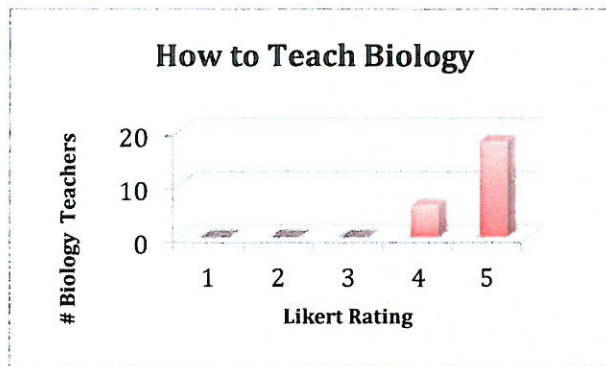
Chemistry Course Feedback – feedback was taken on paper and was not compiled.

Biology Course Feedback

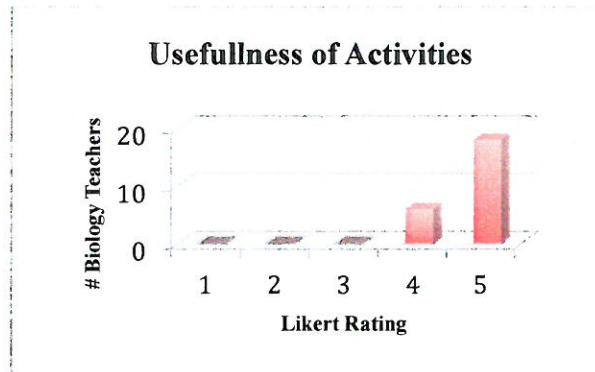
Biology training has been occurring since the summer of 2013. It was a mandatory training for all Biology teachers in the school district who teach a Biology course. The training is 5 days long. Teachers had options of taking it during the school day with substitutes or during the summer for extended contract pay.

The following data was compiled from exit surveys at the end of the 5-day course. A Likert-scale was used. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

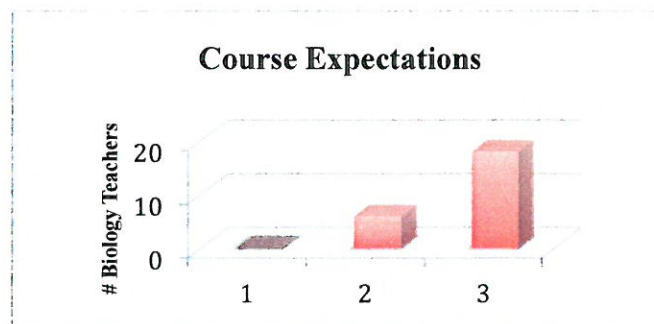
Question #1: My Ability to teach Biology as been improved by my participation in this class.



Question #2: I learned some activities and labs that are practical an can be used in my classroom without too much alteration



Question #3: My expectations for the course were: Not Met (1), Met (2), Exceeded (3)



Teacher Comments-

- Very well organized
- Spending time on activities was fabulous!!!
- I can't tell you how much I appreciate having access to the Biology shared folder; there's an amazing wealth of resources to teachers in that folder, and I'll absolutely be checking it throughout the year. Aside from the content, the actual format of the course was fantastic. We went at a good pace and the material and activities were very engaging.
- This course was very practical and I appreciated the mix of hands-on activities as well as lecture (it worked well). The make it your own assignment was meaningful and something I can actually use in my teaching practice next year.
- Everything presented was relevant and possible to integrate. The manner was professional and respectful. Never did I feel like I had to do something otherwise my teaching is poor.
- I learned a lot everyday and this often does not happen in professional development.
- What stood out the most to me this week was the friendly and inviting learning environment you fostered for us; let's just say that the food and coffee was seriously appreciated! I definitely got the impression that there is a fantastic support structure for science teachers at BSD. Thank you for the great week!

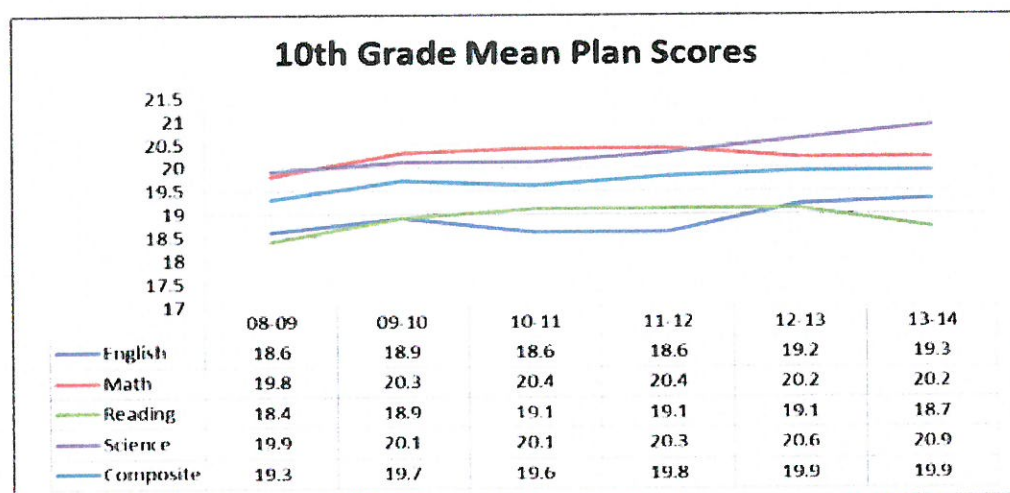
Science teacher PD and ongoing support through District PLCs and Learning Teams = Improved Student Outcomes.

Comparing 8th and 9th grade science and math Explore learning gains. Compare years 2011-2012 (before Science re-sequencing and teacher PD) to 2012-2013 (Year 1 re-sequencing) using a t-test and excel.

Table 1 Science Gains	Statistically Significant?	Amount of Gain
All Students	Yes $t=0$	+1.47
American Indian	Yes $t=0$	+1.10
Asian	Yes $t=0$	+ 1.43
Black	Yes $t=0$	+1.59
Hispanic	Yes $t=0$	+1.17
Hawaiian/Pacific Islander	Yes $t=0$	+2.57
2 or more	Yes $t=0$	+1.68
White	Yes $t=0$	+1.56

Table 3 Math Gains	Statistically Significant?	Amount of Gain
All Students	Yes $t=0$	+1.57
American Indian	Yes $t=0$	+1.50
Asian	Yes $t=0$	+1.33
Black	Yes $t=0$	+ 1.35
Hispanic	Yes $t=0$	+1.37
Hawaiian/Pacific Islander	No $t=.23$	+ 0.71
2 or more	Yes $t=0$	+1.64
White	Yes $t=0$	+1.72

For the 2013-2014 the following was seen on the PLAN (from Jon Bridges) after 2 years of the re-sequence and 5-day PD for science teachers.



ATTACHMENT 4

Power of Mathematic Practices: Self-Assessment

Long-term Learning Target	Number of each Proficiency Rating			
	Highly Proficient	Proficient	Nearing Proficiency	Developing
<i>LT 1: I can integrate the Common Core State Standards Mathematical Practices into a lesson plan and/or unit plan.</i>	52	72	6	
<i>LT 2: I can create a lesson using the 5 Practices for Orchestrating Mathematics Discussions (anticipating, monitoring, selecting, sequencing and connecting).</i>	58	64	7	1
<i>LT3: I can analyze how my instructional and assessment decisions incorporate the CCSS Mathematical Practices and relate to other strategies.</i>	52	75	3	
<i>LT 4: I can incorporate formative assessment practices into a lesson that will engage students and inform my instruction.</i>	82	45	3	
<i>LT 5: I can collaborate with others to deepen my understanding of instructional and assessment practices and to help others deepen their understanding of instruction and assessment practices.</i>	89	38	3	

Additional comments on the back.

Power of Mathematical Practices Spring and Summer 2013 – Data gathered from all Secondary Math teachers.

Additional Comments:

- Do this instead of Staff Development!
- More Physics! I loved the boats and the ramps
- The realistic and applicable lessons and strategies are SO much more productive than some professional development done before. I know time restrictions often make it difficult, but I appreciate how useful this class has been.
- The collaboration and the accountability we had for the lesson we had to produce was beneficial.
 - Fourteen other teachers mentioned they valued the collaboration time and would like more time.
- Sharing lessons and including the 5 practices in the lesson was beneficial.
 - Eight other teachers mentioned they liked the work with 5 Practices for Orchestrating Mathematics Discussions and that it would impact their practice.
- The lesson presentations were really valuable.
 - Twelve other teachers indicated that the lessons that were shared were valuable and would give them additional resources to use in the classroom. The sharing of lessons was a valuable aspect of the 4-day workshop.
- I loved connecting with all the different grade levels of teachers and all the schools. Creating this community was amazing.
- The modeling of the practices was fabulous.
- Nice job! I liked how you modeled using the 5 practices.
- I would like time to moderate lessons and assessments.

Power of Mathematical Practices Fall 2014 – Data gathered from 27 Math teachers new to the district that participated in the 4 day workshop

Power of Mathematic Practices: Self-Assessment

Long-term Learning Target	Number of each Proficiency Rating		
	Highly Proficient	Proficient	Nearing Proficiency
<i>LT 1: I can integrate the Common Core State Standards Mathematical Practices into a lesson plan and/or unit plan.</i>	14	13	
<i>LT 2: I can create a lesson using the 5 Practices for Orchestrating Mathematics Discussions (anticipating, monitoring, selecting, sequencing and connecting).</i>	10	15	2
<i>LT3: I can analyze how my instructional and assessment decisions incorporate the CCSS Mathematical Practices and relate to other strategies.</i>	9	17	1
<i>LT 4: I can incorporate formative assessment practices into a lesson that will engage students and inform my instruction.</i>	14	12	1
<i>LT 5: I can collaborate with others to deepen my understanding of instructional and assessment practices and to help others deepen their understanding of instruction and assessment practices.</i>	19	7	1

Additional Comments:

- Thanks for a great training series – this was useful getting to share great lesson plans and resources.
- Overall good experience with some new lessons.
- I really enjoyed this workshop and the opportunity to collaborate with other teachers. I also was excited to get new ideas about incorporating the mathematical practices into my own instruction.
- I feel like really looking at the 8 Common Core Math Practices will help guide my lessons. I also have already looked at the 5 practices and have included them into my teaching.
- Great class! My only gripe is the timing. Missing 4 days of class plus one more for the mentor seminar in October for a first year teacher is too much.
- Great workshop. We should do this every year.