

Three Rivers School District

Licensed Growth Handbook

Temporary For 2020-2021

1-11-2021

Statement of Philosophy

We are committed to providing the best educational program for all of our students. We also believe that appraisal of performance is based on a cooperative spirit, open communication, and joint responsibility. Our system recognizes strengths and provides a means of support and improvement.

Just like with our students, we recognize that success for educators begins with clear expectations. In June 2013, the TRSD Board of Directors, accepted the recommendation to adopt the standards in this handbook as the standards for which educators are to become proficient. It will be known as **LEGENDS (Licensed Educator Growth, Evaluation, and Development System)** and was adapted from the Salem-Keizer School District, which like other districts throughout the state piloted a standards-based evaluation system. The Three Rivers School District has been continually improving its educator growth process over the past years – looking at research from Kim Marshall, Charlotte Danielson, and the New Teacher Center. This Growth Process Handbook represents the work of more than 30 staff members who have contributed to its philosophy, design and content. There are 11 Standards within the framework, which are based on the INTASC (Interstate Teacher Assessment and Support Consortium) standards. **Because of the unique and evolving situation COVID-19 has presented, the standards have been paired down for the 2020-2021 school year. In keeping with the recommendation and framework provided by the Oregon Department of Education for teacher evaluation during COVID-19, the following represents areas of focus for the 2020-2021 school year.**

Those standards and definitions are (not all standards will apply to the 2020-2021 school year):

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Student Growth and Learning Goals

The teacher creates appropriate student learning and growth goals to take responsibility for student learning, adjusts teaching and learning strategies as needed not only for students who are meeting goals, but to address students who are not yet meeting expectations. Standard 11 on its own counts for 30% of the total evaluation score.

STUDENT LEARNING & GROWTH GOALS:

Educators will develop at least two student learning and growth goals for the 2020-2021 school year. Educators, in collaboration with their evaluator will set goals emphasizing engagement, social emotional and behavioral health, and relationship building. Goals will not be centered on academic measures. Standard 11 encompasses this area and provides explanation of the criteria necessary for this requirement.

Team (Grade-Level or Curricular Area Goals)

Educators are strongly encouraged to collaborate with their grade-level or curricular area teams on the development of student learning and growth goals. The goal is for TRSD educators to overlap this goal setting process with existing best practices taking place in the district.

PROFESSIONAL GROWTH GOAL:

Educators will develop at least one professional growth goal for the 2020-2021 school year, as required by the Oregon Department of Education.

Evaluation and Professional Growth Cycle

An educator's evaluation is based upon a cycle of continuous professional growth and learning. The cycle is collaborative and provides an ongoing opportunity for relevant feedback and meaningful professional conversations. The focus is on improving effectiveness.

A common vision, identified professional standards, and a research based performance rubric provide the foundation for common expectations, shared academic language and understanding. A common language empowers the voice of both the educator and evaluator.

OBSERVATIONS:

All licensed teachers will be formally observed.

EVALUATION:

Administrators will take a formative rather than summative stance regarding evaluation for the 2020-2021 school year. Evaluation is intended to create a space for collaboration between educators and evaluators; helping educators connect to resources, one another, and to innovate and create during the ever changing teaching environment.

For the 2020-2021 school year, the evaluation process will not consist of, or result in, a summative score. Scores will not be logged by the District or reported to the Oregon Department of Education. Instead, evaluators will focus on supports and feedback for educators.

-All Licensed Teachers for 2020-2021

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Indicator	Not Yet Meeting Standard 1	Developing 2	Effective 3	Highly Effective 4
2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs.	Does not differentiate instruction according to students' learning differences or needs.	While not always effective, attempts to differentiate instruction according to students' learning differences or needs.	Differentiates instruction according to students' learning differences or needs.	Anticipates individual students' learning needs by proactively designing differentiated instruction, and makes effective differentiation decisions while teaching.
2.2 Incorporates strategies of language development into planning and instruction to support development of academic language proficiency for all students.	Does not use strategies and tools to support student development of academic language proficiency.	While not always effective, attempts to use strategies and tools to support student development of academic language proficiency.	Effectively uses strategies and tools to support student development of academic language proficiency for all students.	Cultivates student independence in the development of academic language.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understandings or skills? • Is an understanding of students' needs and backgrounds demonstrated? • Are high expectations for <u>all</u> students consistently communicated? • Are tools of language development used to scaffold learning for diverse students? • Are appropriate modifications utilized to meet student needs? • Accounting for student differences, are the individual students encouraged to participate in the group setting and are accommodations implemented to encourage student success? 	<ul style="list-style-type: none"> • Documentation of instructional and testing accommodations and modifications for students • Anecdotal notes on student learning differences • Records showing communication with students, parents, and specialists regarding student learning needs • Documentation of how students respond to varied teaching strategies • Teacher can converse knowledgeably about how students respond to varied teaching strategies • During class work time the teacher is differentiating on an individual or subgroup basis?

-All Licensed Teachers for 2020-2021

Standard 2: Learning Differences *(continued)*

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none">• Are resources and/or specialists (e.g. sectional coach, physical therapist, student aide, instructional assistant, clinician, guest conductor, Skype, LRC teacher, master classes) accessed to meet student needs when those needs extend beyond current professional understanding or skills?• Is an understanding of the student's needs demonstrated? (for example, through modified levels of difficulty of parts or proficiencies)?• Are high expectations for all students consistently communicated and developed?• Are all students participating to the extent of their capabilities?• Accounting for students' experiences, are the individual students encouraged to participate in the group setting?	<ul style="list-style-type: none">• Accommodations or modifications used to meet student/group needs.• Records showing communication with students, parents and specialists regarding student learning needs when applicable.• Narrative demonstrating an awareness of how students respond to varied teaching strategies.• Other example identified in guiding questions.

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none">• Are all students able to participate in activities with modifications?• Participation in physical education PLC meetings?• Are activities modified to meet the specific needs of students?• Are activities modified to include all students, as appropriate?• Does the teacher incorporate IEP- and 504- directed modifications (or other accommodations) into lesson/activities?	<ul style="list-style-type: none">• Documentation of instructional and testing accommodations and modifications for students.• Anecdotal notes on student learning differences.• Records showing communication with students, parents, and specialists regarding student learning needs.• Documentation of how students respond to varied teaching strategies• Lesson plans• Examples of modified equipment, lessons, activities

-All Licensed Teachers for 2020-2021

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Indicator	Not Yet Meeting Standard 1	Developing 2	Effective 3	Highly Effective 4
3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.	Ineffectively designs and manages the learning environment, transitions, and/or instructional time, resulting in students failing to engage in learning.	While not always effective, designs and manages the learning environment and/or instructional time to accommodate students' needs and involvement in learning.	Designs and manages the learning environment, transitions, and instructional time to accommodate all students' needs and involvement in learning.	Proactively establishes systems in which both teacher and students manage the learning environment, transitions and instructional time to maximize active involvement in learning for all students.
3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.	Does not build a classroom community based upon shared values and expectations. At times fails to communicate with students in a fair and respectful manner.	While not always effective, attempts to build a classroom community based on shared values and expectations. Communicates with students in a fair and respectful manner.	Creates a positive classroom community based on shared values and expectations for respectful interactions with regard to race, culture, gender, sexual orientation, religion, socioeconomic status, and exceptionalities.	Collaborates with students to facilitate their self-reflection and ownership for ongoing improvement of the classroom community based upon respect, fairness, and the inherent value of all members.
3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.	Minimal standards of conduct or systems for performing non-instructional tasks are in place. Teacher either does not monitor student behavior or responds inconsistently.	Standards of conduct and systems for performing non-instructional tasks are in place; however, they are at times inconsistent or unclear. Teacher monitors student behavior and responds with moderate effectiveness.	Standards of conduct are clear; efficient systems for performing non-instructional tasks are in place. Teacher monitors student behavior and responds effectively.	Standards of conduct and efficient systems encourage students to independently monitor their behavior and performance. Monitoring by teacher is subtle and preventive.

-All Licensed Teachers for 2020-2021

Standard 3: Learning Environments *(continued)*

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • In what ways is the environment organized to engage students in learning? • Is a behavior system in place which promotes a climate of respect and learning? • Are respect, safety, and value for differing perspectives and cultural backgrounds communicated through language, behavior, and the classroom environment? • Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year? 	<ul style="list-style-type: none"> • Expectations that are developed collaboratively and referred to as needed • Groupings of students which are utilized for content discussions and teamwork • Classroom organization, equipment, and materials are easily accessible and complement the instructional focus • Supports for students in the classroom environment to improve success (e.g. visual schedules, cues for strategies/behavior)

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • No changes/additions. 	<ul style="list-style-type: none"> • Expectations are developed collaboratively, posted and referred to as needed. • Uses a variety of student groupings for musical growth. • When physically possible, classroom organization, equipment, and materials are easily accessible and complement the instructional focus. • Creates ways to efficiently manage and transport teaching materials and classroom supplies between multiple instructional spaces. • Modifies the classroom environment to improve student success (e.g. visual schedule, cues for strategies/behavior, arrangement of equipment).

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Are all students participating in activities? • Are openings and closing procedures evident? • Are routines (such as clean-up, teaming, classroom management) clearly in place and used? • Are there procedures (which encourage student self-management) set up and used for conflict resolution? • Are students actively engaged in lessons for the majority of the class period? • Do activities get students moving for most of their PE class? • Are rules and expectations in activities clear and take safety into account? • Are rules and safety expectation specifically taught to students? • Is a behavior system in place that promotes a climate of respect and learning? 	<ul style="list-style-type: none"> • Documentation and demonstration of procedures which provide for efficient transitions between activities and classes • Visual aids which help students successfully participate in activities • Posted expectations • Posted rules • Safety guidelines incorporated into games • Lesson plans

-All Licensed Teachers for 2020-2021

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Indicator	Not Yet Meeting Standard 1	Developing 2	Effective 3	Highly Effective 4
6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.	Assessments are not aligned with learning objectives and/or do not enable students to demonstrate their learning.	Constructs and/or selects formative and summative assessments that sometimes do not align with learning objectives, and may use limited measures for learners to demonstrate what they know.	Constructs and/or selects formative and summative assessments that align with learning objectives and uses multiple measures for learners to demonstrate what they know.	Constructs and/or selects assessments that clearly inform students of their progress and encourage them to take responsibility for their learning by showing an understanding of where they are and their next steps for learning.
6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.	Uses assessment solely as a means to determine a grade and/or neither examines assessment data independently nor with colleagues to inform instructional decisions.	Documents, analyzes and interprets limited student assessment data independently and with colleagues, and/or assessment data is sometimes used to identify student learning needs.	Documents, analyzes and interprets a variety of student assessment data, independently and with colleagues, to identify individual student learning needs, trends, and patterns among groups of students to inform instruction.	Documents, analyzes and interprets a variety of student assessment data, independently and with colleagues, resulting in a continuous feedback loop of effective assessment informing effective instruction.
6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.	Performance standards are not provided to students. Rarely provides models or guidance for students to improve the quality of their work.	Sometimes provides performance standards for student work and/or standards may lack specific expectations. Sometimes provides models and guides students in methods for improving the quality of their work.	Provides explicit performance standards for student work. Provides models and guides students in methods for improving the quality of their work.	Models and facilitates processes that involve students in examining and assessing their work products, both individually and collectively, using clearly defined performance standards. Allocates time to provide specific descriptive feedback to individual learners.

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Standard 6: Assessment *(continued)*

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none">• Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study?• Is assessment data reviewed, both individually and in collaboration with others (such as a team or PLC) to differentiate future instruction?• Do students receive timely and effective feedback to guides their academic progress?• Do the assessed skills correlate to skills taught?• Are students allowed to demonstrate skills and knowledge in a variety of assessment formats?• Are students active participants in assessing their own work?• Is there evidence of an effective data collection system?	<ul style="list-style-type: none">• Data notebooks with formative and summative assessment results• Work samples scored with team input to ensure inter-rater reliability• Differentiation in analysis of student work with consideration of special needs of students• Conferences with students to discuss academic goals and growth plans• Analysis of student work examples• Evidence of student self-evaluation (e.g. writing wall rubrics, scoring sheets, exit tickets)• Technology based examples• Evidence of IEP accommodations being followed in appropriate assessment and grading/evaluation.

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<p>Note: Due to lack of common time and staffing, many music educators do not have the opportunity to collaborate and share data at this time.</p> <ul style="list-style-type: none">• Are students allowed to demonstrate skills and knowledge in a variety of assessment formats?• Are students exposed to a variety of assessment strategies?• Is assessment being reviewed both individually and in collaboration with others (such as a team or PLC) to differentiate future instruction where possible?• Do students receive timely and effective verbal and/or written feedback to guide their musical progress?• Does the teacher have the ability to diagnose students' musical deficiencies?	<ul style="list-style-type: none">• Music Portfolios, recordings of performances, printed programs.• Conferences with students/groups to discuss goals and growth plans.• Comments from adjudicated performances.• Student or ensemble demonstrations of improvement based on verbal feedback.• Sample assessments

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none">• Do students receive timely and effective feedback to guide their learning?• Are activities modified based on students' demonstration of skills?• Are students given opportunities to be assessed on skills during a variety of activities?• Is confidential assessment data kept confidential?• Are methods of assessment clear and measurable?• Are there assessments that indicate the progress of students?	<ul style="list-style-type: none">• Critical elements scored with team input to ensure inter-rater reliability.• Performances.• Conferences with students to discuss fitness/skill goals and growth plans.• Differentiation in analysis of student skills with consideration of special needs of students.

-All Licensed Teachers for 2020-2021

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Indicator	Not Yet Meeting Standard 1	Developing 2	Effective 3	Highly Effective 4
7.1 Designs learning experiences aligned to curriculum standards and student needs.	Demonstrates minimal evidence of planning aligned to content standards and student needs.	While not always effective, attempts to create short- and long-term plans which may be aligned to content standards. Attempts to integrate student learning needs, goals, and learning activities into plans.	Creates short- and long-term plans aligned to content standards. Plans integrate student learning needs, goals, and learning activities.	Plans reflect understanding of prerequisite relationship between content standards. Teacher is proactive in planning for student misconceptions and addressing them before proceeding.
7.2 Evaluates and adjusts plans based on student outcomes.	Does not evaluate or customize instructional plans based upon student outcomes.	Sometimes customizes instructional plans based upon assessment data. Sometimes responds to student outcomes by tailoring instruction and strategies to assessed student needs.	Customizes instructional plans based upon ongoing assessment data. Responds to student outcomes by tailoring instruction and strategies to assessed student needs.	Anticipates and plans for a wide range of adaptations to lessons based on analysis of individual student outcomes. Engages with students to identify adjustments in instruction that best meet their learning needs.
7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.	Does not access colleagues and/or specialists for collaborative planning.	Consultation with colleagues and/or specialists sometimes influences the design of instruction to address unique learning needs.	Collaborates with colleagues and/or specialists to design instruction that addresses unique learning needs.	Anticipates unique student needs and collaborates with colleagues and/or specialists to proactively address them.

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Standard 7: Planning for Instruction *(continued)*

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Do planned lessons assist students in meeting learning goals and relevant standards of proficiency? • Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs? • Is data from team meetings used to inform instructional plans? • Is student achievement data used to differentiate instruction? • Is student achievement data used for lesson planning? 	<ul style="list-style-type: none"> • Notes from team meetings • Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language • Lesson plans which reflect accommodations for individual student needs • Plans for units of study which support adjustment based upon observed student outcomes • Discussions about conversations with instructional coach(es), special education teacher(s), and others

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Do planned lessons assist students in meeting learning goals and relevant standards? • Are colleagues and/or specialists (e.g. sectional coaches, physical therapist, student aide, instructional assistant, clinician, guest conductor, LRC teacher)involved in planning for the instruction of students with unique learning needs? • Is student performance used to differentiate instruction? • Does teacher demonstrate knowledge of the musical score? • Does teacher plan comprehensive performance cycles? • Does teacher select appropriate literature? 	<ul style="list-style-type: none"> • Notes from rehearsals and/or music class. • Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language. • Lesson plans which reflect accommodations for individual student needs. • Plans for instruction based on observed student outcomes. • Annotated scores. • Concert programs. • Selects and requisitions required music, equipment, and supplies.

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Are notes and data from physical education PLC meetings used to inform instructional plans? • Do planned lessons show alignment with state and/or national standards? • Do planned lessons include activities that show knowledge of other content areas? <p>Do planned lessons demonstrate knowledge of scope and sequence for physical education?</p> <ul style="list-style-type: none"> • Are interventions and instruction planned in response to tested needs of students? • Do lesson plans incorporate progressive instruction of skills? • Is student performance used to differentiate instruction? 	<ul style="list-style-type: none"> • Photos and/or videos of lessons. • Notes from job-alike meetings. • Lesson plans • Examples of specific skills/instruction to increase and ensure student understanding (e.g. vocabulary, shapes, prepositions, colors, game terminology) • Notes and observations of student performance used to inform instruction • Documentation of modifications of lesson plans in response to student needs

-All Licensed Teachers for 2020-2021

- Is student performance data used to inform instruction

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Indicator	Not Yet Meeting Standard 1	Developing 2	Effective 3	Highly Effective 4
8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.	Rarely uses instructional strategies which provide opportunities for students to communicate.	Sometimes uses instructional strategies which provide opportunities for students to communicate. May not allow for a variety of methods for communicating to various audiences	Uses instructional strategies which provide regular opportunities for students to develop and use a variety of methods for communicating to various audiences.	Uses instructional strategies to create an interactive environment where students independently select and use a variety of communication modes.
8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.	Does not use questioning strategies to stimulate discussion that enhances student learning.	While not always effective, attempts to use questioning strategies to stimulate discussion that enhances student learning.	Uses questioning strategies to stimulate discussion that enhances student learning.	Flexibly uses questioning strategies, based on in-the-moment analysis of student understanding, to stimulate discussion and move students forward in their learning.

-All Licensed Teachers for 2020-2021

Standard 8: Instructional Strategies *(continued)*

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Indicator	Not Yet Meeting Standard 1	Developing 2	Effective 3	Highly Effective 4
8.5 Engages all learners in developing higher order thinking skills and metacognitive processes.	Does not use teaching strategies to develop higher order thinking skills or metacognitive processes.	Uses a limited number of strategies that are sometimes effective at developing higher order thinking skills and metacognitive processes for all learners.	Effectively uses various strategies to engage learners in developing higher order thinking skills and metacognitive processes.	Creates a classroom culture where students use higher order thinking skills and metacognitive processes, both independently and with others, as a natural part of the learning process.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none">• Are students using a variety of methods of communication in their learning to deepen their understanding of the content areas?• Are appropriate tools and/or available technology utilized to enhance and support inquiry and instructions?• Do students receive encouragement in applying various levels of questioning and problem-solving strategies?• Is collaboration in inquiry and problem-solving encouraged among students?	<ul style="list-style-type: none">• Works samples.• Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners).• Use of varied grouping strategies (e.g. individual, small group, ensemble, and whole class).• Observations of student engagement.• Self-reflections on how lessons are modified based upon student engagement.• Teacher can converse knowledgeably about use of instructional strategies in the classroom their impact on students

Standard 8: Instructional Strategies *(continued)*

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none">• Are varied roles used (at appropriate times) during the instructional process?• Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction?• Do students receive encouragement in applying various levels of questioning and problem-solving strategies?• Are students encouraged to collaborate, problem-solve, participate in and lead activities independently?	<ul style="list-style-type: none">• Works samples.• Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners).• Use of varied grouping strategies (e.g. individual, small group, ensemble, and whole class).• Observations of student engagement.• Student-led sectionals.• Student leadership teams.• Use of tools listed in guiding questions.

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none">• Are appropriate tools and/or available equipment utilized to enhance and support inquiry and instruction?• Are students encouraged to participate in and lead activities independently?• Does the teacher incorporate available technology (e.g. music systems, microphones, computers, projectors, equipment, timers, stopwatches) appropriately and effectively in lessons?• Do students have a variety of options to demonstrate skills?• Are students encouraged to explain or lead activities, when appropriate?• Are there a variety of sources of information available for students (e.g. posters, white boards, posted information)?• Is collaboration in inquiry and problem-solving encouraged among students?• Are students asked to explain their reasoning when they complete an activity?	<ul style="list-style-type: none">• Student-created games and activities.• Games and activities are transitioned from classroom to recreational times.• Students teaching games and activities.• Lesson plans• Photos/video of discussions or activities• Examples of activities requiring teamwork and problem-solving• Examples of varied grouping strategies• Examples of incorporation of available technology into activities

-All Licensed Teachers for 2020-2021

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Indicator	Not Yet Meeting Standard 1	Developing 2	Effective 3	Highly Effective 4
9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others.
9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.	Does not use evidence to self-assess professional practice.	Uses few sources of evidence to self-assess professional practice.	Utilizes multiple sources of evidence to self-assess professional practice.	Integrates experimentation, data analysis, and reflection into daily professional practice. Readily engages in collaborative efforts to reflect on professional practice.
9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.	Demonstrates inadequate knowledge of federal, state, and district regulations and policies.	Demonstrates limited understanding of federal, state, and district regulations and policies.	Demonstrates thorough understanding and fully complies with federal, state, and district regulations and policies.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities.

Guiding Questions	
<ul style="list-style-type: none"> • Are strengths and areas for growth identified during self-assessment? • Are student outcomes or performance data used during self-assessment? • Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth? • Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements? • Does the educator experiment with new ideas or adapt their practice as a result of professional growth opportunities? 	<ul style="list-style-type: none"> • Professional Growth and Student Learning Plans. • Self-assessment rubrics with reflection and relevance to Professional Growth. • Active participant and/or contributor in team and school meetings, PLC, and other settings. • Practice which reflects knowledge of legal and ethical rights and responsibilities. • Teacher is able to knowledgeably converse about self-reflection and ongoing learning.

Standard 9: Professional Learning and Ethical Practice *(continued)*

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none">• Do planned lessons assist students in meeting learning goals and relevant standards?• Are colleagues and/or specialists involved in planning for the instruction of students with unique learning needs?• Is student performance used to differentiate instruction?• Does teacher demonstrate knowledge of the musical score?• Does teacher plan comprehensive performance cycles?• Does teacher select appropriate literature?	<ul style="list-style-type: none">• Professional Growth and Student Learning planning evident.• Self-Assessment rubrics with reflection and relevance to Professional Growth.• Active participation in team, school, PLC, music festivals, music conferences/workshops, and other meetings.• Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities.

-All Licensed Teachers for 2020-2021

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Indicator	Not Yet Meeting Standard 1	Developing 2	Effective 3	Highly Effective 4
10.1 Takes an active role in instructional meetings and activities.	Rarely engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Sometimes engages in meetings and activities designed to plan curriculum, coordinate resources and solve problems.	Engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Initiates opportunities for staff collaboration to plan curriculum, coordinate resources, and solve problems.
10.2 Works collaboratively with students and families to support learner development and achievement.	Rarely invites interactive communication to support learner development and achievement.	Sometimes invites interactive communication. Shares information to support learner development and achievement.	Invites interactive communication to support learner development and achievement.	Uses interactive communication to foster a culture in which students know how to advocate for and articulate their learning needs in order to improve their achievement.
10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.	Does not cooperate with colleagues and/or does not implement effective practices in support of school and program goals.	Cooperates with colleagues in implementing effective practices in support of school and program goals.	Actively collaborates with colleagues in modeling and discussing effective practices in support of school and program goals.	Initiates collaboration, modeling, and reflective discussion of effective practices in support of school and program goals and advancement of the profession.

-All Licensed Teachers for 2020-2021

Standard 10: Leadership and Collaboration *(continued)*

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none">• Is there evidence of collaborative work with team members and/or the entire school to advance student learning?• Are opportunities to lead in student learning and development sought?• Are students, families, and other community resources encouraged to collaborate and be involved in learner development?• Is the educator mentoring teacher candidates (student teachers)?	<ul style="list-style-type: none">• Documentation of communication with families on student needs• Engagement in team and school meetings• Participates in IEP meetings• Assumption of leadership roles at school, community (school-related), or district level• Guiding and collaborating with peers in advancing school goals• Modeling best practices or providing staff development for peers• Participating and/or coordinating family or student outreach events

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none">• Is there evidence of collaboration with school, area, program and District colleagues to advance student learning?• Are opportunities sought to advance music teaching and learning?• Are students, families and other community resources encouraged to collaborate in learner development?	<ul style="list-style-type: none">• Documentation of communication with families on student needs.• Engagement in meetings (group, area, parent) to promote program goals.• Assumption of leadership roles at school, community (school-related), or District level.• Guiding and collaborating with peers in advancing school/program goals.• Modeling best practice or providing staff development for peers.• Preside and/or present at conferences.• Documentation of collaboration among colleagues.

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none">• No changes/additions.	<ul style="list-style-type: none">• No changes/additions.

Student Learning and Growth Goals – Information from ODE

*****This section has been left for reference only. Please know, SLGs for 2020-2021 are not centered around measurable metrics and instead should focus on social-emotional learning, student health and wellness, and building relationships.*****

Student Learning and Growth Goals Overview

Oregon's educator evaluation system requires the use of multiple measures of performance, including evidence of professional practice, professional responsibilities, and impact on student learning and growth. In order to measure teachers' contribution to student academic progress at the classroom level Oregon is using the Student Learning and Growth (SLG) goal process.

What are Student Learning and Growth (SLG) goals?

SLG goals are detailed, measurable goals for student learning and growth developed collaboratively by educators and their evaluators. They are based on student learning needs identified by a review of students' baseline skills. SLG goals are aligned to standards and clearly describe specific learning targets students are expected to meet. Goals are rigorous, yet attainable.

SLG goals are growth goals, not achievement goals. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on how students' are performing at the start of the course/class. SLG goals define which students and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period, and why a specific level of growth has been set for students.

Who should set SLG goals?

All teachers and administrators, as defined in state statute (ORS 342.815 & ORS 342.856), must use the new educator evaluation system requirements described in the Oregon Framework (SB290/ESEA waiver). This includes all Teacher Standards and Practices Commission (TSPC) licensed educators. For more information on goal setting for specific roles see Table 2 in ["Who Is Evaluated Under SB 290?"](#)

Who is included in a goal?

An individual SLG goal that is focused on a group of students must include all students in that group. Within the course or class for which the goal is written, particular students or groups of students may not be excluded. Students with disabilities and English Learners or Talented and Gifted students within that course or class must be included in the SLG goal. It is advisable to set tiered targets according to students' starting points because students may begin at varying levels of preparedness. Find more information about setting tiered goals in our [Frequently Asked Questions](#).

How are SLG goals measured?

Selecting and/or developing assessments may be one of the most important steps in the SLG goal process. These measures enable educators to determine growth toward and attainment of the SLG goal. There are two categories of measures for SLG goals.. Category 1 is the Oregon state

Student Learning and Growth Goals – Information from ODE

assessment for ELA and Math. Category 2 measures include both commercially developed and locally developed assessments. [Learn more in Table 1 of the SLG Guidance document.](#)

All assessments must be aligned to state or national standards and meet criteria to ensure quality. **Valid** assessments measure what they are designed to measure. **Reliable** assessments are those that produce accurate and consistent results. Assessment criteria and guidance for selecting and developing high quality assessments is available at www.ode.state.or.us/search/page/?id=512.

REQUIRED COMPONENTS FOR SLG GOALS

1. **Content Standards/Skills** - A clear statement of the relevant content and skills students should know or be able to do at the end of the course/class. These should be specific state or national standards (a statement such as “Common Core State Standards in Math” is not specific enough). Includes a rationale for the importance of the selected content/standards.
2. **Context/Students** - Description of the demographics and learning needs of all students in the class or course. This should include as relevant: the number of students and their gender, race/ethnicity, socioeconomic status, and any students with diverse learning needs (e.g., EL, IEP, 504 plans). For those educators who do not meet with students on a regular basis, including contact time (e.g., one 50 minute period per day, two 90 minute blocks per week, etc.) provides additional context for the goals developed by the educator.
3. **Assessments** - Describes how student learning and growth will be measured. In Oregon, two categories of assessments are used for SLG goals (see page 13 of the SLG Goal Setting Guidance). Assessments must be aligned to state or national standards and meet state criteria.
4. **Baseline Data** - Provides information about the students’ current performance at the start of course/class. It is generally the most recent data available and can include the prior year’s assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-test, or other evidence of students’ learning. Determine students’ strengths and areas of weaknesses that inform the goal. Data is attached to the goal template.
5. **Student Learning and Growth Goal (Targets)** - Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable. The target can be tiered for specific students in the class/course to allow all students to demonstrate growth. Includes a rationale for the expected growth and how the target is appropriate and rigorous for students.
6. **Rationale** - Provides a detailed description of the reasons for selecting this specific area for a goal. Includes a discussion of baseline data as well as current practice within the school and/or classroom.
7. **Strategies** - Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress.
8. **Professional Learning and Support** – Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals. Self-reflection and identification of professional learning needs can help focus efforts to provide meaningful professional learning opportunities to educators.

Student Learning and Growth Goals – Information from ODE

Note: Evaluators have the discretion to help educators choose and clarify goals that fit their position, including determining how to measure a goal if it does not quite fit the guidelines the state provides.

Student Learning and Growth Goals – District Rubric

Standard 11: Student Growth and Learning Goals

The teacher creates appropriate student learning and growth goals to take responsibility for student learning, adjusts teaching and learning strategies as needed not only for students who are meeting goals, but to address students who are not yet meeting expectations. Standard 11 on its own counts for 20% of the total evaluation score.

Indicator	Not Yet Meeting Standard 1	Developing 2	Effective 3	Highly Effective 4
Student Learning and Growth Goal #1	This category applies when the educator did not attempt to create goals.	This category applies when the educator attempted, but did not complete goals.	This category applies when the educator attempted, completed, and submitted goals.	This category applies when the educator attempted, completed, submitted, collaborated, and was innovative in approach.
Student Learning and Growth Goal #2	This category applies when the educator did not attempt to create goals.	This category applies when the educator attempted, but did not complete goals.	This category applies when the educator attempted, completed, and submitted goals.	This category applies when the educator attempted, completed, submitted, collaborated, and was innovative in approach.

Indicators of Good Teaching

The following descriptors are qualities that may be present during an observed lesson with students. The Evaluator has the discretion to determine the effectiveness of in providing high quality teaching and learning for students. The boxes below can be checked if the Evaluator, in their professional discretion, believes it applies to the circumstances of their observation.

Not observed this lesson – This box may be checked under two conditions. The first, the Evaluator was not present during the portion of the lesson when this may have been appropriate; and the second, the Evaluator did not observe the descriptor and at the same time, the timing of the descriptor should have occurred during the portion of the observation seen by the Evaluator.

Not Applicable – The descriptor does not apply to the classroom observation; either because of the assignment or because of the nature of the observation/environment.

Functions of Teaching Descriptors

1. MANAGEMENT OF INSTRUCTIONAL TIME (Planning for Instruction)

1.1 Teacher has materials, supplies and equipment ready at the start of each lesson or instructional activity.

DESCRIPTION:

Teacher has sufficient materials and supplies and all necessary equipment ready and easily accessible prior to the start of the lesson or instructional activity.

QUESTIONS:

- *Has the teacher placed materials that will be used in class in an easily accessible location, e.g., on the desk/table readily accessible to the teacher rather than on a storage shelf or in a closet?*
- *Is the teacher using technology, has it been set up and checked prior to class to ensure that it is ready and functional when needed?*
- *Is the teacher using multiple sets of materials during a lesson or instructional activity, are they sequenced and available in sufficient quantity?*

1.2 Teacher gets the class started quickly.

DESCRIPTION:

At the time specified in the schedule, the teacher promptly starts relevant administrative procedures, such as roll call, or starts instruction, such as introducing the lesson or instructional activity.

QUESTIONS:

- *Is the teacher physically present in the classroom when the lesson or class period is scheduled to begin?*
- *At the scheduled time, does the teacher begin class work or other necessary work as soon as possible?*
- *Does the teacher spend only a minimal amount of time getting the attention of the class in order to get the class started?*
- *Does the teacher get the class started quickly following any break in which the class leaves the room for lunch, recess, or special classes, e.g., physical education, music, art?*

1.3 Teacher gets students engaged quickly at the beginning of each lesson or instructional activity.

DESCRIPTION:

Teacher gets all students to begin active involvement in tasks appropriate to the lesson or instructional activity, e.g., listening, writing, verbal participation, etc.

QUESTIONS:

Indicators of Good Teaching

- *Does the teacher use non-disruptive signals or cues to get all students involved in a lesson or appropriate instructional activity?*
- *Does the teacher secure and then focus the students' attention on the lesson or instructional activity?*
- *Does the teacher use techniques to enhance student's initial interest and involvement in tasks?*

1.4 Teacher maintains a high level of student engagement.

DESCRIPTION:

Teacher keeps students actively involved in appropriate instructional task, including listening to the teacher present subject matter and directions, offering answers to teacher questions, attending to assigned activities, and listening to comments by other students.

QUESTIONS:

- *Are students attending to the teacher's presentation of lesson content, directions, questions or assignments rather than daydreaming, wandering around the room without purpose, reading or writing material unrelated to class, or talking when it is inappropriate to do so?*
- *Are students involved in the lesson or instructional activity as indicated by their listening, responding, reading, writing, and participating in group work?*
- *Does the teacher provide relevant lessons, assignments, and practice opportunities for the students to perform, i.e., the teacher does not have students performing "busy work"?*

2. MANAGEMENT OF STUDENT BEHAVIOR (Learning Environments)

2.1 Teacher has established a set of rules and procedures that govern the handling of routine administrative matters.

2.2 Teacher has established a set of rules and procedures that govern student verbal participation during different types of activities - whole-class instruction, small group instruction and so forth.

2.3 Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional and non-instructional activities.

DESCRIPTION:

The teacher has established expectations and has established and taught rules and procedures for:

- Administrative matters, such as taking attendance, collecting lunch money, collecting and distributing student work and handouts;
- Verbal participation during lessons and other class activities, such as raising hands and being recognized before answering questions; and
- Student movement, such as moving to groups, moving to the pencil sharpener, going to the restroom or getting supplies.

QUESTIONS:

- *Is there evidence that rules/routines govern behavior?*
- *Are there routines for such administrative matters as taking attendance and distributing and collecting papers?*
- *Is there evidence that rules or routines govern students' participation in class discussion or talk among themselves?*
- *Is student movement about the instructional area governed by rules or routines?*
- *Do students understand the routines of the classroom, or is there evidence of confusion and inconsistency regarding these matters?*

2.4 Teacher frequently monitors the behavior of all students during whole-class, small group and seatwork activities and during transitions between instructional activities.*

DESCRIPTION:

Teacher routinely observes the students during and between lessons and activities as a method of managing student behavior and as a way of letting students know that the teacher is aware of what students are doing.

QUESTIONS:

- *Can the teacher see all members of the class?*

Indicators of Good Teaching

- *When the teacher is working with an individual student, is the teacher aware of what all other students are doing?*
- *Does the teacher demonstrate an awareness of how the students are behaving at all times?*
- *Is the teacher's desk or work station in a position to facilitate observation of student behavior?*
- *Is the teacher continuously alert to the behavior of the class while engaging in instruction?*

**(Teachers with physical and/or sensory impairments should be assessed on their accommodations to this practice.)*

2.5 Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.

DESCRIPTION:

Teacher attends to infractions of rules and procedures by informing the student(s) of the misdeed(s) and when appropriate, calling attention to the violated rule.

QUESTIONS:

- *If inappropriate behavior occurs, does the teacher stop it as soon as it occurs, each time it occurs?*
- *Does the teacher select the student(s) who caused the disruption rather than another member of the class who was not involved in the inappropriate behavior?*
- *When two or more students are exhibiting inappropriate behavior, does the teacher stop the more serious of the inappropriate behaviors first?*
- *Are there negative consequences for inappropriate behavior?*
- *Does the teacher ignore a non-disruptive inappropriate behavior if correcting it would cause more disruption than the students inappropriate behavior is causing?*
- *Does the teacher consistently use rewards as well as punishments, when appropriate, to manage student behavior?*
- *Does the teacher stop inappropriate behavior using the least disruptive technique?*

3. INSTRUCTIONAL PRESENTATION (Content Knowledge & Application of Content)

3.1 Teacher begins lesson or instructional activity with a review of previous materials.

DESCRIPTION:

At the beginning of a lesson or instructional activity, the teacher restates the main points of the previous lesson or, through questioning, leads the students to restate these points.

QUESTIONS:

- *At the beginning of a lesson or instructional activity, does the teacher review the material from the previous lesson or instructional activity to enhance student understanding and reinforce what was previously learned?*
- *Does the teacher use review and repetition of the previous lesson or instructional activity to provide continuity to the next lesson or instructional activity?*
- *Before beginning new material, does the teacher ask the students questions that require them to restate and/or demonstrate an understanding of the previous lesson?*

3.2 Teacher introduces the lesson or instructional activity and specifies learning objectives where appropriate.

DESCRIPTION:

At the beginning of a lesson or instructional activity, the teacher clearly and concisely describes the next topic or activity. The teacher may also cite the purpose or goal(s) of the lesson or activity, provide an overview of the content, or present a specific order or pattern that the lesson or activity will follow.

QUESTIONS:

- *Does the teacher preview a lesson or instructional activity by stating or briefly describing the topic or task?*
- *Does the teacher provide a rationale for the lesson or activity by stating its purpose, objectives, or goals?*

Indicators of Good Teaching

- *When beginning a new lesson or instructional activity, does the teacher provide the students with an oral or written outline or overview of the content or tasks of the lesson or instructional activity?*

3.3 Teacher speaks fluently and precisely.

DESCRIPTION:

Teacher speaks smoothly and does not use vague words or phrases.

QUESTIONS:

- *Is the teacher's speech smooth, or is it halting with frequent starts, stops and digressions?*
- *Does the teacher excessively use ambiguous expressions such as "all of this", "other people" or "somewhere"?*
- *Does the teacher frequently use approximations such as "almost", "pretty much" or "about as"?*
- *Does the teacher inordinately use indeterminate terms such as "a bunch", "a couple", "few" or "some"?*
- *Does the teacher's presentation have too many "uh" and "urn" utterances?*

3.4 Teacher presents the lesson or instructional activity using concepts and language understandable to the students.

DESCRIPTION:

Teacher designs and delivers lessons and instructional activities using concepts, vocabulary and sentence structure that are consistent with the students' rates of learning.

QUESTIONS:

- *During teacher presentation of lessons or instructional activities, must the students frequently ask questions to clarify the content or context?*
- *Do the students demonstrate an understanding of the lesson or instructional activity by successfully answering questions related to, or completing assignments associated with, the subject matter?*
- *Do the teacher's vocabulary, sentence structures, and examples appear to be understandable to the students?*

3.5 Teacher provides relevant examples and demonstrations to illustrate concepts and skills.

DESCRIPTION:

Teacher routinely uses relevant and accurate examples or demonstrations to clarify and illustrate concepts and skills.

QUESTIONS:

- *Does the teacher clarify a concept by citing a concrete example to which the students can relate?*
- *Does the teacher give examples to students that are related to the topic or task?*
- *Does the teacher provide more concrete examples to aid student understanding of a difficult concept and fewer examples when the material is less difficult to grasp?*
- *When necessary, does the teacher provide relevant demonstrations that help the students understand concept, skill or procedure?*

3.6 Teacher assigns tasks that students handle with a high rate of success.

3.7 Teacher asks appropriate levels of questions that students handle with a high rate of success.

DESCRIPTION:

All, or almost all, of the students are able to successfully complete instructional tasks assigned (for individual and group work) and correctly answer questions asked by the teacher.

QUESTIONS:

Indicators of Good Teaching

- *When the teacher asks the students for a verbal response to a question, do the majority of the students indicate that they can answer it (may be observed from the number of students who raise their hands to answer)?*
- *When the teacher assigns a task, can all or almost all of the students complete the task in the allotted time?*
- *Does the quality of the students' answers or other work products indicate that the assigned tasks and/or questions asked are consistent with their rates of learning?*
- *Do all of the students experience at least an 80 percent success rate on a majority of the tasks?*
- *Are any students unsuccessful most of the time?*

3.8 Teacher conducts lesson at brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.

DESCRIPTION:

The lesson proceeds at a rate that maintains student interest, is devoid of unnecessary slow down behaviors, and adjusts to students' levels of understanding.

QUESTIONS:

- *Does the teachers' presentation proceed at a quick pace?*
- *Once an individual or group assignment is made and students are engaged, do students proceed without frequent interruptions by the teacher?*
- *Is the teacher aware of students' levels of response and success in adjusting the pace of the lesson?*
- *Is the teacher sidetracked by student comments which do not pertain to the lesson, thus slowing the pace?*
- *Are there extended pauses following pupil responses?*
- *Does the teacher's presentation contain periods of silence or confusion that indicate lack of planning?*
- *Does the teacher spend excessive time with any one student or group?*
- *Does the teacher conduct the lesson without over dwelling or digressing?*
- *When students have difficulty with a subject, does the teacher reduce the level of difficulty of the instructional activity rather than slowing the pace of the lesson?*

3.9 Teacher makes transitions between lessons and between instructional activities within lessons efficiently and smoothly.

DESCRIPTION:

Teacher shifts students from one lesson or activity to another by directing them to move physically or by changing their focus of attention. The emphasis is on the efficiency (absence of wasted effort) and smoothness (lack of halts) of these in-between times so that student on-task behavior remains at a high level.

QUESTIONS:

- *Is the flow of the lesson or activity minimally interrupted by transition periods?*
- *Is the teacher well-prepared and systematic in making transitions?*
- *Does the teacher disrupt the flow of the lesson by returning to an old activity after beginning a new one?*
- *Are there jerky behaviors present such as leaving activities hanging in mid-air or sudden interruptions by the teacher into student activities?*
- *Are there irrelevant announcements or ill-timed interjections of otherwise relevant information during transition periods?*
- *Are students off-task more during transitions than during lessons or instructional activities?*
- *Does the teacher prepare the student to make a transition by alerting them that one is near?*
- *Are there too many transitions?*
- *Are transitions too long?*
- *Do students appear to know what to do, where to go, and how they are supposed to comply during transitions?*
- *Does the teacher minimize class time interruptions?*

3.10 Teacher makes sure that the assignment is clear.

Indicators of Good Teaching

DESCRIPTION:

Teacher explains the nature of, and procedures for, both in-class and out-of-class individual or group work, and then checks to make sure that the students understand.

QUESTIONS:

- *If necessary, does the teacher give an assignment in writing to lend additional clarity to the task?*
- *Does the teacher explain an assignment to the students and then question students to determine if they understand the task at hand?*
- *Do the students frequently need to ask a number of legitimate clarifying questions before they can begin their task?*
- *When giving two or more assignments, does the teacher space the assignments rather than giving all of them at the same time?*

3.11 Teacher summarizes the main point(s) of the lesson at the end of the lesson or instructional activity.

DESCRIPTION:

At the end of a lesson or instructional activity, the teacher, with or without invoking student participation, provides a recapping and condensation of the significant points of the lesson or activity.

QUESTIONS:

- *When a lesson or instructional activity is finished, does the teacher conclude by recapping or by asking students to recap the main points that have been covered?*
- *At the end of a lesson or instructional activity, does the teacher ask students questions, pose problems, or provide exercises that require them to summarize, restate, integrate or apply important information or skills from the activity?*
- *Does the teacher avoid abrupt endings to lessons or instructional activities that leave students without a sense of subject matter continuity or completion?*

4. INSTRUCTIONAL MONITORING (Assessment)

4.1 Teacher maintains clear, firm and reasonable work standards and due dates.

DESCRIPTION:

Teacher holds students to reasonable deadlines and reasonable standards for form, completeness, neatness, punctuality, etc. Extensions of deadlines and relaxations of standards should be rare and should occur for the entire class or group of students only if the teacher has overestimated the students' ability to meet the initial requirements.

QUESTIONS:

- *Has the teacher established and informed students of deadlines/ due dates for their work?*
- *Has the teacher established standards for student work that have been communicated to the students?*
- *Are deadlines for assignments frequently extended?*
- *What does the teacher do to hold students accountable for their schoolwork?*
- *Are the teachers work requirements reasonable?*

4.2 Teacher circulates during class work to check all students' performance.

DESCRIPTION:

Teacher moves around the room during student seatwork or other independent work to check student performance and effort on an assigned task helping those who require assistance, not just those who ask.

QUESTIONS:

- *During independent work, does the teacher periodically move around the instructional area to check student performance?*
- *Does the teacher assess the progress of all students, not just those who indicate they need help or who volunteer?*
- *Is the teacher occupied by other tasks for extended periods of time during student independent work and thereby less attentive to students?*

Indicators of Good Teaching

4.3 Teacher routinely uses oral, written, and other work products to check student progress.

DESCRIPTION:

Teacher gathers information, either verbally or through work products, to determine the extent to which students understand the lesson or parts of the lesson.

QUESTIONS:

- *Does the teacher gather information to determine student rate of learning and level of understanding or performance?*
- *If students are learning a new skill, does the teacher check to make sure students can apply it?*
- *Does the teacher seek information about student comprehension through a variety of activities such as practice, seatwork, homework, etc.?*
- *Does the teacher regularly check during a lesson or instructional activity to see what students know or have learned?*

4.4 Teacher poses questions dearly and one at a time.

DESCRIPTION:

Teacher asks students only one question at a time and allows the student to provide the correct answer or appropriate response.

QUESTIONS:

- *Does the teacher ask more than two questions at a time without pausing to seek student response to each individual question? Can the students respond correctly to the questions asked by the teacher?*
- *Do the students appear confused because the teacher has posed a set of multiple questions?*

5. INSTRUCTIONAL FEEDBACK

5.1 Teacher provides feedback on the correctness or incorrectness in-class work to encourage student growth.

DESCRIPTION:

Teacher consistently provides students with information about the correctness or incorrectness of their in-class work, such as seatwork, group work, response to teacher questions, etc. Teacher does not just offer ambiguous comments, such as “okay” that may be interpreted as acceptance of an inadequate response or inadequate work. Whenever possible, such as during recitation, this feedback should be immediate. It should always be provided as promptly as possible.

QUESTIONS:

- *When a student answers a question incorrectly, does the teacher avoid saying “okay” or the like and then moving on to another student for the correct response?*
- *Does the teacher indicate to individual students or groups whether or not their work meets the specified requirements, or does the teacher offer only a routine “good” to all levels of work presented?*
- *Does the teacher promptly provide students with feedback on in-class, individual seatwork?*
- *Does the teacher avoid assigning seatwork or other in-class work that is not checked or evaluated?*

5.2 Teacher regularly provides prompt feedback on assigned out-of-class work.

DESCRIPTION:

The teacher collects and evaluates all out-of-class assignments and returns the work within twenty-four hours or as promptly as possible.

QUESTIONS:

- *Does the teacher often assign out-of-class work that is never evaluated?*
- *Do the students often wait longer than twenty-four hours to receive feedback on assigned out-of-class work?*
- *Where appropriate, is out-of-class work incorporated into the lesson?*

Indicators of Good Teaching

5.3 Teacher affirms a correct oral response appropriately, and moves on.

DESCRIPTION:

When a student gives a correct oral response, the teacher acknowledges it verbally by simply recognizing and accepting the correct response without further elaboration, or acknowledges it nonverbally by simply moving on to the next question. (Note: If the answer to the question has involved an abstract or complex level of reasoning, the teacher may explain, or may ask the student to explain, the process used to obtain the answer.)

QUESTIONS:

- *When a student correctly responds to a question, does the teacher simply recognize the students correct response with a brief remark such as “yes”, “that’s right”, “correct”, etc.?*
- *When asking the class for responses to a series of questions, does the teacher simply move on to the next question after a correct answer?*
- *Does the teacher avoid inappropriately elaborating on correct student responses?*

5.4 Teacher provides sustaining feedback after an incorrect answer or no response by probing, repeating the question, giving a clue, or simply allowing more time.

DESCRIPTION:

After a student gives an incorrect or incomplete answer or fails to respond to the question, the teacher sustains the interaction with the student by supportively probing, providing clues, repeating or rephrasing the question or allowing more time for the student to answer the question.

QUESTIONS:

- *When a student answers a question incorrectly or does not respond, does the teacher give the student a clue to help the student answer the question?*
- *When a student does not answer a question, does the teacher allow more time for the student to think and respond?*
- *When a student answers a question incorrectly or incompletely, does the teacher avoid either immediately giving the correct answer or calling immediately on another student to provide the correct answer?*
- *Does the teacher not only tell students the degree to which their answers or other work is correct, but also indicate if they are on the right track and just need to expand or if they need to completely rethink the entire task?*

Indicator	Not Yet Meeting Standard 1	Developing 2	Effective 3	Highly Effective 4
Objectives Referenced	Learning objectives or targets are not referenced.	Learning objectives or targets are referenced; but are not visible/audible to all students. Objectives are not written/explained in student friendly language. Ex. 2.OA.2 – Fluently add or subtract within 20 using mental strategies.	Learning objectives or targets are referenced; and visible/audible to all students; and are written/explained in developmentally appropriate language that all students are able to understand. Ex. The student will be able to, or I can add or subtract in my head with numbers up to 20.	Learning objectives or targets are referenced; and visible/audible to all students; and are written/explained in developmentally appropriate language that all students are able to understand. <u>The teacher refers back to the objective or learning target throughout the lesson.</u> Ex. The student will be able to, or I can add or subtract in my head with numbers up to 20.