



Corvallis
SCHOOL DISTRICT

NOTICE

NOTICE IS HEREBY GIVEN of a meeting of the Corvallis School District Board of Directors.

Date & Time	Meeting Type	Location	Agenda
Monday, April 22, 2013 6:30 PM	Regular	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

Accessibility: *To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or kim.nelson@corvallis.k12.or.us at least 48 hours before the meeting.*

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtp5dmilZl9kySBJbVQ?>
A recording of the meeting will also be posted to that channel.

POSTED: Corvallis School District Administration Building
Hans Boyle, Education Editor, Gazette Times (Via Email)

For more information, please contact Kim Nelson at 541-757-5841 or at kimberly.nelson@corvallis.k12.or.us



Corvallis

SCHOOL DISTRICT

Monday, April 22, 2013
6:30 PM

AGENDA
Work Session of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Monday, April 22, 2013, 6:30 PM in the District Office Board Room,
1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtp5dmilZI9kySBjbVQ?> A recording of the meeting will also be posted to that channel.

- I. CALL TO ORDER AND ROLL CALL
- II. PLEDGE OF ALLEGIANCE
- III. SPECIAL REPORTS
 - III.A. Teacher and Administrator Evaluation Systems

BOARD MEETING DATE: April 22, 2013

SUBJECT: Teacher and Administrator Evaluation Systems

BACKGROUND INFORMATION:

All districts in Oregon are now required to ensure their teacher and administrator evaluation plans meet new requirements, referred to as SB290. We have created an evaluation committee for the teacher evaluation process, consisting of administrators and teachers, and a separate committee for the administrator process. Under the teacher evaluation process a subcommittee was created to work on the counselor rubric and feedback is being gathered from some of our other specialist areas, such as speech language pathologists.

By July 1, 2013 all districts are required to implement an evaluation system that meets the following 5 requirements for both teachers and administrators.

1) Standards of Professional Practice:

- Teachers – ODE has approved the INTASC standards for teachers. [The Interstate Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers.] ODE has approved a few evaluation matrixes that meet the INTASC standards, including our current framework, the Danielson model. The evaluation committee is committed to continue using this model, which is included below.
- Administrators – ODE has approved the ISLLC standards for administrators. [The Interstate School Leaders Licensure Consortium (ISLLC) Standards have recently been developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA)]. The administrator evaluation committee has reviewed several evaluation matrixes approved by ODE that meet the ISLLC standards and have decided on the Salem model, which is included below.

2) Differentiated Performance Levels:

- Requires four performance levels – Research indicates that using a rubric with four levels and clear descriptors will result in a more objective rating of performance.

3) Multiple Measures:

- Evaluation should include multiple measures from the three categories of evidence listed below. Multiple measures refer to the tools, instruments, protocols, assessments and processes used.
 - a) Professional practice
Teachers: evidence of the quality of a teacher's planning, delivery of instruction, and assessment of student learning (Ex. observations, examination of lesson plans, student work)

Administrators: evidence of school leadership practices, teacher effectiveness, and organizational conditions (Ex. observations, 360° feedback, teacher development and evaluations)
 - b) Professional responsibilities
Teachers: evidence of the teacher's progress toward his/her own professional goals and contribution to school-wide goals (Ex. professional goals, teacher reflection, setting student growth goals, peer collaboration)

Administrators: evidence of administrators' progress toward their own professional goals and contribution to school-wide and district goals. (Ex. professional goals, reflection, school-wide improvement goals, collaborative leadership, budget)
 - c) Student learning and growth
Teachers: quantitative evidence of the teacher's impact student learning and growth.

Administrators: evidence of administrators' contribution to school-wide student learning and growth. Student growth goals and measures should align with the Achievement Compact indicators where applicable.
- Required to set two goals on student learning and growth from three categories and a professional growth goal. Student learning goals are required for all licensed staff, even teachers in non-tested (state test) subjects and grades (this includes counselors and TOSAs), and administrators.
 - a) Category 1: State or national standardized assessments (ex. OAKS, ELPA).
 - b) Category 2: Common national, international, regional, district-developed measures (ex. DIBELS, AP)
 - c) Category 3: Classroom-based or school-wide measures (ex. student performances, tests, portfolios)

Teachers who are responsible for student learning in tested subjects and grades, such as OAKS, will use state assessments as one measure (category 1) and will also select one or more additional measures from category 2 or 3 that provide additional evidence of

students' growth and proficiency/mastery of the standards and evidence of deeper learning and 21st century skills. Administrators will use category 1 for one of their goals.

4) Evaluation and Professional Growth Cycle:

- Critical steps in the cycle: self-reflection, goal setting, observations and collection of evidence, formative assessment, and summative evaluation
- Teachers and administrators will set SMART goals, will meet mid-year to discuss progress of goals, and end of year review reflect on the results and determine future professional growth.
- Probationary teachers and administrators will have a summative evaluation every year. Contract teachers and administrators will have a summative evaluation every other year.

5) Aligned Professional Learning:

- Linking evaluations with high quality professional learning is important.
- Informs decisions for professional growth plans
- Relevant to educator's goals and needs

Our current evaluation models have many of these components already included. The committees have been working on incorporating the missing pieces and refining our current processes. For example, our current Danielson model already includes four performance levels in the rubric and the administrator evaluation committee is interested in using the same performance level descriptors for consistency purposes. Also, we currently include professional practice and professional responsibility measures in our practice now and teachers have been setting student growth goals, but the goals have not been a part of their summative evaluation. This is a new piece for our teachers and administrators, so we'll be providing training across the district to refine this component.

The critical steps of the evaluation cycle are already a part of our current models. Meeting mid-year is an added component that will need to be incorporated into the system and we'll need to identify ways to support our administrators with this additional time requirement.

The one requirement we haven't officially incorporated yet is aligning professional development with our evaluations. This year we implemented a new online evaluation tool that will allow us to pull data to identify areas we need more training and focus our professional development.

The evaluation committees believe educator evaluation systems are to support on-going professional learning by using standards of professional practice and meaningful measures of teacher and administrator effectiveness. The goal is continuous improvement to increase the quality of instruction in the classroom and leadership within the school district, resulting in improved learning and achievement of all students. The committees believe the work being done on our evaluation models accomplishes this purpose.

CONTACT PERSON: Jennifer Duvall, Human Resources Director



EVALUATION CHANGES SB290 REQUIREMENTS

April 22, 2013



SB290 Requirements

New evaluation requirements for all licensed educators to be implemented July 1, 2013:

- **Need to use standards of Professional Practice**
- **Differentiated Performance Levels**
- **Multiple Measures**
- **Evaluation and Professional Growth Cycle**
- **Aligned Professional Learning**

Standards of Professional Practice

Teachers: ODE has approved INTASC standards as the framework and several research based evaluation rubrics that include the INTASC standards. Our current model, Danielson, is one of the approved rubrics and we are committed to continue using this rubric.

Administrators: ODE has approved ISLLC standards as the framework and a couple district evaluation rubrics that include the ISLLC standards. Our committee has decided to go with the Salem model, which has been approved by ODE.

Differentiated Performance Levels

SB290 requires 4 levels:

– Our current teacher model has 4 levels and we will be using the same performance level descriptors for all of our evaluation rubrics:

- *Distinguished
- *Proficient
- *Needs improvement
- *Ineffective

Multiple Measures

Evaluation should include multiple measures from all three categories of evidence:

- **Professional practice:** measures of the quality of a teacher's planning, delivery of instruction, and assessment of student learning (ex. observations, lesson plans, student work, assessments, RTI data)
- **Professional responsibilities:** measures of the teacher's progress toward his/her own professional goals and contribution to school-wide goals (ex. professional goals, teacher reflection, setting student growth goals, peer collaboration, workplace expectations)
- **Student learning and growth:** quantitative measures of the educator's impact on a students' growth. *This category is a new requirement, in that it becomes a part of an educator's summative evaluation.*

Goals

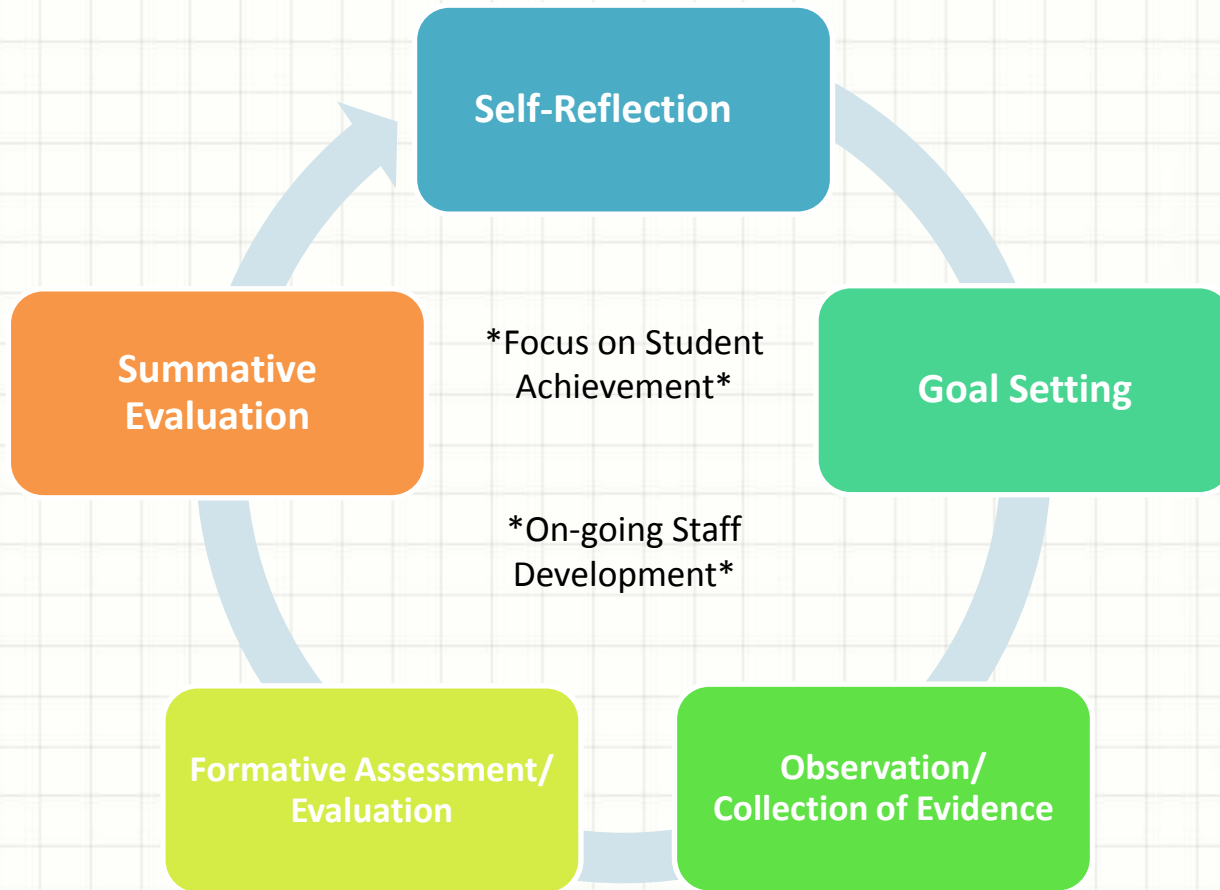
- Educators are required to set two goals on student learning and growth from three categories.
 1. State or national standardized assessments (ex. OAKS, ELPA)
 2. Common national, international, regional, district-developed measures (ex. DIBELS, AP)
 3. Classroom-based or school-wide measures (ex. student performances, tests, portfolios)
- Educators are also required to set one professional growth goal.

Example of Goal Scoring Rubric

Domain 5: Student Growth Goals

Goal	Ineffective	Needs Improvement	Proficient	Distinguished
1	Less than 64% of students meet the SMART goal.	64% - 74% of students meet the SMART goal.	75% - 85% of students meet the SMART goal.	86% - 100% of students meet the SMART goal.
2	Less than 64% of students meet the SMART goal.	64% - 74% of students meet the SMART goal.	75% - 85% of students meet the SMART goal.	86% - 100% of students meet the SMART goal.

Evaluation Cycle



New: Mid-year goal check in and end of year progress review with all teachers.

Professional Development

- **Aligned Professional Learning:**
 - Linking evaluations with high quality professional learning
 - Informs decisions for professional growth plans
 - Relevant to educator's goals and needs
- **Ongoing training:**
 - Calibration
 - New teachers and administrators

NEXT STEPS

- Update forms and handbook
- Continue conversation on total rating matrix of summative evaluation
- Continue sharing information with administrators and teachers at each building about the changes
- Plan training for administrators and staff
- Board approves updated evaluation policy and evaluation frameworks by June 30, 2013
- Submit plan to ODE by June 30, 2013
- Implement evaluation system 2013-14

Committee Members

- **Teacher Committee:**

-Marsha Lincoln	-Angela Apple	-Carol Andresen
-Claudia Argo	-Peg Cornell	-Colleen Works
-Catherine Bullis	-Patty Pearson	-Lisa Krause
-Alicia Ward-Satey	-Marsha Ham	-Jennifer Duvall

- **Counselor Committee:**

-Deb Lund	-Robbie Cox	-Eric Wright
-Marsha Ham	-Jennifer Duvall	

- **Administrator Committee:**

-Kevin Bogatin	-Matt Boring	-Rosemary O'Neil
-Erin Prince	-Jennifer Duvall	



QUESTIONS?

Standard 1 for School Counselors: Foundation and Planning

The School Counselor plans and designs a standards-based, data-driven comprehensive school counseling program by creating foundational components that are aligned with the school and district strategic plans, as well as state and national school counseling standards.

Guiding Questions:

- Is there a demonstrated understanding of Corvallis' comprehensive guidance and counseling framework?
- How does the school counselor incorporate the four counselor domains (academic, career, personal/social development, and community involvement) in the delivery of the school counseling program?
- Does the school counselor program align with School Improvement Plan (SIP)?
- Is the school counselor's time being spent in alignment with the school counseling goals?

	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
1.1 Plans a school counseling program in the four domains (academic, career, personal/social development, and community involvement) to promote and enhance student achievement.	Does not plan a school counseling program which includes the four domains.	Utilizes limited collaboration in planning a comprehensive program. One or more domains may not be addressed in the program design.	Designs a collaborative school-wide, cross curricular delivery system reflecting all domains that engages school staff, administration and stakeholders.	Collaborates with counselors across programmatic levels within the school's feeder system. Engages stakeholders to design a school-wide, cross curricular delivery system reflecting all domains.
1.2 Establishes goals for the counseling program appropriate to the setting and the students served, and aligns with the SIP.	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the student and are not aligned with the SIP.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students, and minimally aligned with the SIP.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students, and aligned with the SIP.	Counselor participates in design and implementation of the SIP and aligns counseling goals accordingly, ensuring they are appropriate to the situation in the school and to the age of the students, and have been developed following consultation with students, parents and colleagues.
1.3 Demonstrates knowledge of resources both within and beyond the school and district.	Counselor demonstrates little or no knowledge of resources for students available through the school or district.	Counselor displays awareness of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor is knowledgeable and accesses resources for students available through the school or district, and for the resources external to the school.	Counselor's knowledge of resources for students is extensive, including accessing those available through the school or district and in the community.
1.4 Organizes and manages time to implement an effective school counseling program for all students.	Makes minimal effort to organize time in support of effective school counseling objectives.	Understands the value, but is not effective in organizing and allocating time to provide an effective school counseling program for all students.	Effectively organizes and allocates time to ensure implementation of a comprehensive, prevention-based school counseling program for all students. Pursues opportunities to connect with students individually on a regular basis.	Maximizes time management through an organized, collaborative process of partnering with others to ensure the delivery of a comprehensive, prevention-based school counseling program designed to maximize student success.

Possible evidence:

- Counseling website
- Yearly calendar- evidence of annual requirements and check ins
- Professional disclosure statement available
- Daily, weekly, and long term plans are maintained
- Time task analysis

Standard 2 for School Counselors: Delivery System

The School Counselor delivers a data-driven, prevention-based, developmental, and comprehensive school counseling program.

Guiding Questions:

- Does the school counselor offer support groups for various needs?
- Does the school counselor offer individual counseling?
- Does the school counselor respond to referrals in a timely manner?
- Does the school counselor support and demonstrate responsive services?

	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
2.1 Facilitates delivery of a prevention-based, counseling program aimed at the four domains (academic, career, personal/social development, and community involvement) as appropriate.	Provides no prevention services aimed at addressing student competency of the four domains.	Provides limited prevention services aimed at addressing student competency of the four domains	Organizes comprehensive, proactive, developmentally appropriate prevention services. Manages an environment and provides opportunities that encourage learning. Uses effective strategies that promote student engagement for competency of the four domains	Highly skilled in organizing comprehensive, proactive, developmentally appropriate prevention services. Manages the environment and provides opportunities that foster learning. Integrates a wide array of strategies to promote student engagement for competency of the four domains
2.2 Coordinates consistent programming designed to help students on an individual or small group basis to establish personal goals and develop future plans.	Does not counsel individual students and small groups of students with identified needs and concerns. Makes minimal effort to assist students with goal setting.	Counsels individual students and small groups occasionally, using a limited number of strategies. Ineffective or unclear referral process.	Counsels individual students and small groups of students based on identified needs, using appropriate theories and strategies. Informs students, parents and staff about the student referral process.	Uses appropriate theories and strategies when working with students and assists in the establishment of concrete plans, aimed at problem resolution. Utilizes an extensive repertoire of strategies in response to a well-defined referral processes.
2.3 Addresses the immediate needs or concerns of students by providing specific ongoing, responsive, and/or preventative services such as consultation, individual or small group counseling, crisis counseling, referrals, and peer facilitation.	Does not address the immediate needs or concerns of students.	While not always effective, attempts to establish processes or systems designed to address immediate needs or concerns of students.	Actively implements and revises immediate and ongoing responsive and preventative services to address student needs or concerns.	Proactively plans and provides leadership in order to systemically initiate responsive and prevention services which address student, school-wide and/or district needs or concerns.
2.4 Maintains and enhances the total school counseling program by providing system support by utilizing resources and demonstrating flexibility and responsiveness.	Provides support not related to the school counseling program. Seldom provides system support or accesses resources. Not responsive to needs.	Provides partial evidence of system support and attempts to utilize resources to be responsive to needs.	Maintains and enhances the total school counseling program through system support, accessing resources and is responsive to needs.	Initiates and provides leadership for systemic change in professional development, consultation, collaboration, and program management at the building and/or district level. Utilizes resources within and outside of district, being flexible and creative in responding to students' needs.
2.5 Creates an environment of trust and respect	Interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interaction among students are partially successful.	Interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
Possible evidence: • Transition plans • Schedule of groups and/or activities • Needs Assessment survey results • Creation of a credit deficiency list intervention plan • STAT, SST, Suicide Prevention protocols, other school based teams meeting notes • Interagency collaboration (including partnering to provide guidance, such as Benton County Mental Health, Old Mill School, Jackson Street Youth Shelter)				

Standard 3 for School Counselors: Accountability

The School Counselor monitors and evaluates the processes and results of the comprehensive school counseling program.

Guiding Questions:

- Does the school counselor conduct a program audit?
- Is data used to shape the counseling program?
- Is there evidence that information is shared with stakeholders to improve the counseling program?
- How is the counselor assisting in the design and implementation of a collaborative monitoring system?

	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
3.1 Helps design and implement a collaborative monitoring system to assess student's academic success and supports achievement of their academic goals.	Rarely provides evidence of monitoring systems in place.	Attempts to use and/or partial development of monitoring systems that may be appropriate to the school or students.	Develops and/or implements effective monitoring systems and consistently utilizes them to monitor and support student and school success.	Integrates a comprehensive monitoring system using individual student data and other early warning signs to identify at-risk students. Processes and procedures are in place to support these students.
3.2 Uses data to reflect and guide program improvement.	Uses no data to guide program changes.	Uses data on a limited basis for school counseling program design and improvement.	Uses data effectively for school counseling program design and improvement and to determine future school counseling activities and interventions.	Efficiently uses data s to proactively design school counseling program in collaboration with other stakeholders.
3.3 Develops and implements a plan to evaluate the counseling program	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Possible evidence: • Program audit • Staff or student survey • Collects, evaluates, and shares data with stakeholders on a continuing basis • Documentation of student/parent communication.				

Standard 4 for School Counselors: Leadership and Advocacy

The School Counselor is a student advocate, leader, collaborator and systems change agent.

Guiding Questions:

- How does the school counselor show leadership and advocacy in the school?
- How does the school counselor collaborate with stakeholders for systemic change?
- When given an opportunity, does the school counselor provide professional development for staff?
- Does the school counselor facilitate or attend SST?

	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
4.1 Collaborates with school administration to create a culture of positive advocacy for students.	Does not communicate or collaborate with school administration, or advocate for students in a positive and productive manner.	Minimally collaborates with school administration in attempt to advocate for students, with partial success.	Collaborates with school administration and takes a leadership role in promoting a culture of positive advocacy for students.	Collaborates with school administration and takes a leadership role in promoting a culture of positive advocacy for students both within and outside the school community.
4.2 Advocates for the success of all students by actively engaging other stakeholders in school teams that provide individualized student supports.	Rarely attends team meetings for students on caseload and/or is not adequately prepared to support the development of effective student academic or support plans.	Demonstrates limited consultation and collaboration with parents, teachers, administrators and other team members.	Prepares in advance by examining and analyzing individual student data and regularly participates in student support teams. Advocates for individualized plans, resources and service to support student success. Engages stakeholders in respectful communication that supports student success.	Partners with school staff, parents and community stakeholders to ensure appropriate student support teams are in place and aligned with best practices. Knows and uses an effective consultation model with corresponding data in working with these partners. This includes the development and implementation of action plans.
4.3 Uses qualitative and/or quantitative data to recommend systemic change in policy and practices that limit or inhibit equity, access or academic achievement.	Cannot articulate or locate school policy/practices. Misinterprets policy when approached by others with concerns of fairness. Minimal evidence of advocating for policy or practice change to improve student success.	Has a basic knowledge of school policies and practice. Occasionally uses data to inform recommendations.	Demonstrates clear understanding of school policies and practice. Consistently uses data to design recommendations which promote academic achievement.	Displays extensive knowledge of both school and district policies and practices. Uses data to drive recommendations that shape policy and practices for systemic improvement aimed at improving student success.

Possible evidence:

- Documentation of participation in conversations about possible changes to school policy and district practices.
- Documentation of participation with various school stakeholders
- Advocacy plan
- Staff meeting agendas, SST minutes, emails, attendance logs
- Documentation of initiating activities/programs to further enhance systems

Standard 5 for School Counselors: Professional Responsibilities

The School Counselor assumes responsibilities for his/her professional growth, aimed at improving the school counseling program and professional practices that adhere to ethical standards, school policies, and laws, and the development of the school counseling profession.

Guiding Questions:

- Does the school counselor reflect on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender and learning differences to build stronger relationships.
- Is the school counselor able to be personable and collaborative with students, parents and staff?
- Does the school counselor adhere to professional and ethical standards?
- Does the school counselor show or reflect cultural awareness in his/her counseling activities?

	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
5.1 Engages in meaningful and appropriate professional learning opportunities to improve skills, knowledge, and practices.	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. Engages in professional networking activities and regularly reviews school counseling research, articles, and journals.
5.2 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. Conducts self in a professional and ethical manner when dealing with students, families and colleagues.	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. Models the highest legal and ethical standards, ensuring that professional practices support the success of all students and supports their individual rights.
5.3 Reflects on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling department might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
5.4 Maintains records and submits them in a timely fashion	Counselor's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records and documentation are generally accurate but occasionally are late.	Counselor's reports, records and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
5.5 Communicates with families and staff	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
5.6 Participates in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and project when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues, including PLCs.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues, including PLCs.
Possible evidence: • Documentation of professional membership (such as ASCA/OSCA) • Professional growth goals • Self-reflection that may include peer feedback and case study • Documentation of professional conference attendance • Participation in professional development related to cultural competency				

The Administrator Framework Rubric

Standard 1: Visionary Leadership

An educational leader integrates principles of cultural competency and equitable practice to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

PERFORMANCE LEVEL				
Elements	Ineffective	Needs Improvement	Proficient	Distinguished
1.1 Believes all students can learn	Interacts with others and comments negatively or makes excuses about the ability of students to be successful.	Commitment to student achievement is evident, however ongoing proactive communication regarding the needs of struggling students is lacking. Recognizes gaps in knowledge and understanding both within self and in staff members. Pursues the necessary supports, carries on reflective conversations with staff, engages them in self-reflection and develops an understanding of the needs of all students.	Demonstrates a clear belief in the ability of all children to learn regardless of poverty, race, social economic status, learning disabilities, etc. Engages in courageous conversations regarding race and poverty. Recognizes gaps in knowledge and understanding both within self and in staff members. Pursues the necessary supports and carries on reflective conversations with staff in order to engage them in self-reflection and help them develop an understanding of the needs of all students.	Communicates a shared vision that all students can learn and holds staff accountable for rigorous instruction for all students. Leads school staff in an ongoing, systematic process to identify gaps in knowledge and understanding with respect to the needs of all students. Facilitates positive learning experiences for staff around the issues of race and class. Conducts ongoing examination of school culture and practices that cultivate an organization where race, ethnicity and socioeconomic status are not a predictor of success or failure.
1.2 Stakeholders are actively engaged in developing, implementing, communicating, monitoring and evaluating the school mission and vision.	Has not provided evidence of a mission statement for the school nor is there evidence of the staff, parents and extended community participating in the school's decision-making processes.	Has established a school mission/vision statement based on conversations and input from stakeholders and school performance data.	Has established a solid vision/mission statement. All staff know the part they play and take responsibility working to attain the vision/mission of the school. Data collection is utilized actively and effectively to monitor and adjust the mission and vision.	Engages all stakeholders in the part they play and takes responsibility for attaining the school's mission/vision. Data collection is utilized actively and effectively to monitor and adjust the mission/vision on a regular basis.
1.3 The school improvement plan (SIP) target the areas of need and is connected to the District's Achievement Compact. It is designed to improve the achievement of all students and close the achievement gap.	Writes a SIP that is poorly aligned to instructional behaviors and/or the District's Achievement Compact and not reflective of student needs.	Introduces the SIP to staff and stakeholders and input is sought to develop the plan and make adjustments. Links to the District's Achievement Compact are evident.	Has in place a SIP that is developed with stakeholder and staff input and is the driving force in the school for student improvement. Internal stakeholders regularly review the plan, and monitor its effectiveness for all students. The SIP is clearly linked to the District's Achievement Compact.	Has in place a SIP that is a dynamic plan that is strongly connected to the District's Achievement Compact. The Plan is responsive to the academic and organizational needs of the school, and has been adapted/revised based on student progress or lack thereof toward established learning targets. Student achievement results, especially for those students who comprise the subgroups in the school, demonstrate effective monitoring and implementation by internal and external stakeholders.
Suggested Evidence: Site visits; Conversations; Observations; Conferences; Staff feedback; Student achievement data; Master schedule; SIP; School-wide calendar of events; Data plan; Intervention plan				

Standard 2: Instructional Improvement

An educational leader integrates principles of cultural competency and equitable practice to promote the success of all students by advocating, nurturing, and sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

PERFORMANCE LEVEL				
Elements	Ineffective	Needs Improvement	Proficient	Distinguished
2.1 Principal as the instructional leader	There is little or no evidence of the leader's performance being linked to his/her execution of McREL's Balanced Leadership Responsibilities.	Is beginning to lead and or facilitate professional development aligned to the school's CSIP. At times reviews assessment data with internal stakeholders and conducts observations in classrooms.	Engages in monitoring and evaluating the use of research-based best practices, curriculum materials, and formative/summative assessment data, for the purpose of Informing a continuous cycle of growth and improvement in order to raise student achievement. Conducts required number of observations, both in classrooms and in PLCs.	Engages in monitoring and evaluating the use of research-based best practices, curriculum materials, and formative/summative assessment data for the purpose of promoting continuous growth as a means of raising student achievement. Conducts required number of observations, both in classrooms and in PLCs. Positive results indicate that appropriate differentiated professional development is matched to staff and student needs.
2.2 Teacher growth and professional development	Does not require staff to develop and implement measurable professional development goals. Does not follow contractual evaluation procedures.	Demonstrates limited ability to support professional growth and development of individual teachers. Follows established contractual evaluation procedures.	Promotes and supports teachers' professional development aligned with the school's comprehensive improvement plan. Ensures contractual evaluation obligations are followed. Seeks additional resources to strengthen the performance and development of marginal teachers. Collaborates with teacher(s) to develop a plan for success.	Identifies and utilizes the strengths of the teaching staff including support professionals. Integrates a shared vision that aligns and supports the District's Professional Development and Career Pathways Blueprint Design. Provides opportunities for challenging and relevant staff growth and development. Analyzes the impact of marginal performers and seeks additional resources to strengthen their performance. Collaborates with teacher(s) to develop a plan for success.
2.3 Teacher collaboration/ guaranteed viable curriculum	Does not provide teachers with organized time to work together and/or does not articulate the expectation that staff members collaborate on instructional planning, assessment and data work and debrief of practice.	Provides teachers time through any means available to collaborate and have norms and/or protocols in place. Professional Learning Communities (PLCs) are beginning to develop.	Arranges for teachers to meet regularly to discuss curriculum and instructional strategies and analyze student data through the use of common assessments. Teachers leave the collaboration with plans to further develop lessons and create interventions for students needing additional help. PLC meetings operate effectively under an agreed upon set of norms and protocols.	Arranges for teachers to meet weekly to discuss what they will teach, how they will teach it, develop common assessments, review data, and create interventions for students who need additional help. Teachers leave these collaborations with plans for further developing lessons. PLC meetings operate effectively under an agreed upon set of norms and protocols. Student achievement data indicates an effective use of collaborative time.

Elements	Ineffective	Needs Improvement	Proficient	Distinguished
2.4 Effective professional development	Plans professional development however it is a “one-size fits all”, e.g. tends to be topical, not always aligned to school improvement plan; data driven or based on best practices.	Attempts to provide staff with Professional Development activities that reflect current best practices focused on needs based on school wide student data. There is an intentional connection to the SIP and the District’s Achievement Compact. Coaching is occurring, but does not follow an established instructional coaching model.	Links professional development to the SIP plan based on student and staff assessed needs especially the needs of identified subgroups. Training is embedded in the day-to-day work of the school and instructional coaching is a functional model of support for most teachers. Administrator and staff members regularly dialogue about the staff member’s professional growth.	Demonstrates investment in a continuous improvement process by addressing identifying factors leading to under-performance and/or successes of students. Plans for professional development address those factors and are differentiated to meet the varying needs of the staff. Instructional coaching is a valued model of support for teachers. Administrator and staff members regularly dialogue about personal/ professional growth for staff.
2.5 Use of academic expectations	Does not clearly articulate academic expectations so that staff and students understand. This results in expectations not being used for purposes of improving student performance or as a basis for instruction. Teachers work in isolation when grading student performance and there is no clearly articulated grading practice. There may or may not be evidence of celebrations of student academic achievement.	Clearly articulates academic expectations to staff and parents, however while students are aware of expectations, there is little correlation to improving student performance. Staff discuss goals and core standards inconsistently. Monitoring is primarily through annual state testing. Some teachers use common grading practices. Celebrations of student academic achievement are not consistent.	Clearly articulates academic expectations to staff, students and parents. Expectations along with core standards are discussed by staff frequently with students and are the basis for instruction. Data suggests student improvement is being made and is correlated to the core standards. School-wide grading practices are implemented. Celebrations of student academic achievement are scheduled regularly throughout the school year.	Clearly articulates academic expectations and posts them in student-friendly language. Staff and students refer to them consistently. Data demonstrates that there is growth towards those academic expectations or they are being met. Staff discuss goals and core standards regularly. Results are monitored and evaluated through multiple measures. School-wide grading practices are implemented. Honoring and recognizing of academic achievement are both regularly scheduled and spontaneous throughout the year.
2.6 Assessment plan and proficiency based grading system	Facilitates the initial introduction to a balanced assessment plan that includes formative and summative data tied to core standards. A few teachers may be experimenting with proficiency based instruction, assessment, and grading.	Supports teachers in the utilization of balanced assessment plans that include formative and summative data tied to core standards resulting in the modification of instruction. Some groups of collaborating teachers are implementing proficiency based instruction, assessment, and grading.	Promotes and supports leadership in the utilization of balanced assessment plans tied to core standards. Research-based strategies are regularly applied to targeted needs and modification of instruction. Many curriculum areas/teachers implement a common proficiency based model of instruction, assessment, and grading.	A school-wide balanced assessment plan is evident and not dependent upon the leader to sustain it (it is business as usual). The assessment plan is integrated into the CSIP. Staff plan, implement and analyze formative and summative student data with frequent feedback and full participation in the process with the administrator. Curriculum areas or teachers have implemented a proficiency based model of instruction, assessment, and grading.

Elements	Ineffective	Needs Improvement	Proficient	Distinguished
2.7 Use of state and district standards	Has knowledge of district and state common core standards. Introduces and provides them to teachers, but there is little or no evidence of explaining and supporting the use of standards to guide instruction with students.	Implements a program where teachers understand the importance of a coherent curriculum program aligned to common core state standards. Standards are used with lessons as learning targets but may not be clearly evident or articulated by students.	Establishes a comprehensive, rigorous and a clearly coherent curricular program aligned to standards. Standards have been deconstructed and are used with lessons. Students recognize standards as learning targets and can communicate their progress toward the target.	Implements a sustainable comprehensive, rigorous and coherent curricular program aligned to district and state common core standards. Teachers regularly use fully deconstructed standards that are aligned both vertically and horizontally. Students consistently communicate their progress toward the standards.
2.8 Set of common effective instructional strategies to meet the needs of all learners	Provides little if any direction to staff on the use of research-based instructional strategies targeted to meet student needs.	Facilitates the introduction of research based instructional strategies for teachers and staff. Little evidence of implementation is available and few students are able to identify the learning strategy.	Monitors and evaluates planned instruction regularly to ensure that it is targeted to meet student needs. Most students can identify the learning strategies used during instruction and are beginning to use and/or work with the instructional strategies independently themselves.	Monitors and evaluates instruction for planned use and implementation is targeted to student needs. Leader demonstrates knowledge of research based instructional strategies. Leader monitors student applications of strategies in independent/ individualized learning situations.
2.9 Ensures effective management of student data	Demonstrates a weak understanding of student data and/or the district tools used to capture and analyze data. Limited processes are in place at the school site.	Conducts an ongoing review of student data using district tools with some support from staff. Leader shares data with teachers and provides teachers with opportunities through data teams and PLCs to review and improve data analysis.	Demonstrates strong facility in the use of data and uses district tools to monitor and share student progress with teachers. Uses technology to support data management and has the school data analysis and assessment team in place with clearly defined roles appropriate for building size and level.	Puts processes and training in place to develop the assessment and data literacy of all teachers. Demonstrates strong facility in the use of data and uses district tools to monitor and share student progress with teachers. Promotes use of technology as a data management tool and has the school data analysis and assessment team in place with clearly defined roles as appropriate for building size and level.
2.10 Instructional initiatives implementation	Attends trainings associated with the initiative, but lacks the knowledge and/or ability to successfully implement the instructional initiative(s).	Possesses the knowledge of the initiative(s) and provides the training and resources to staff; however consistent monitoring and continuing support are insufficient and result in the lack of quality, fidelity, intensity and consistency in the school-wide implementation of the initiative(s).	Possesses the knowledge of, provides ongoing training for, and ensures sufficient resources for the implementation of instructional initiative(s). Provides ongoing monitoring and continuing support for and assists in teacher revisions and refinement of instructional initiative(s). Quality, fidelity, intensity and consistency are progressing in the implementation of the initiative and are verified by clear and consistent data.	Possesses the knowledge of, provides ongoing training for, and ensures sufficient resources for the implementation of instructional initiative(s). Provides ongoing monitoring and continuing support for and assists in teacher's revisions and refinement of instructional initiative(s). Quality, fidelity, intensity and consistency in the delivery of the initiative(s) are ensured and verified by clear and consistent data.
Suggested Evidence: Site visits; Staff feedback; Observations; School-wide PD plan; Assessment plan; Observations of staff; Observation of PLCs; Staff professional growth goal(s); Student achievement data; Professional development plan; SIP; Curriculum maps; Staff meeting minutes; Common Formative Assessments; Individual student achievement data; Teacher team and PLC notes; Open houses; Budget worksheet that shows how funds are allocated to support instruction.				

An educational leader integrates principles of cultural competency and equitable practice to promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

PERFORMANCE LEVEL				
Elements	Ineffective	Needs Improvement	Proficient	Distinguished
3.1 Staff management	Does not follow district's hiring and evaluation process, and is ineffective in handling disciplinary situations. Regularly miscommunicates information to staff.	Inconsistently follows district's hiring process, evaluation process, and in handling disciplinary situations. Sometimes miscommunicates information to staff.	Understands and follows district's hiring process, evaluation process, and in handling disciplinary situations. Regularly communicates with staff and provides meaningful feedback.	Understands and follows district's hiring process, evaluation process, and in handling disciplinary situations. Regularly communicates with staff and provides meaningful feedback. Uses evaluation data to provide on-going and meaningful professional development to strengthen staff knowledge, skills and performance as a group and individually.
3.2 Budget management	Possesses inadequate understanding of budget management and procedures and requires significant levels of support. Budget reflects inadequate thought and planning and lack of understanding of how funds are allocated and spent.	Manages budget for building according to district budget procedures. Requires support in managing multiple funds to support CSIP priorities. At times has difficulty adhering to original budget plan. Overall budget is on target and records are complete.	Manages budget for building according to district budget procedures. Demonstrates the ability to manage multiple funds to support CSIP priorities. Consistently reviews actual spending and budgeting. Demonstrates adherence to original plan or executes appropriate revisions or transfers. Budget is on target and records and reporting are timely, accurate, and complete.	Manages budget for building according to district budget procedures. Demonstrates the ability to manage multiple funds, creatively leveraging dollars to support CSIP priorities and school/department needs. Consistently reviews actual spending and budgeting. Demonstrates adherence to original plan or executes appropriate revisions or transfers. Budget is on target and records and reporting are timely, accurate and complete.
<i>*Not applicable to assistant principals</i>				
3.3 Facility management	Does not ensure that facility is maintained adequately in terms of cleanliness, safety and order. Does not communicate expectations to staff and students about their role nor engage with facilities services staff. Facility is not well maintained and has numerous safety issues.	Supports and ensures that facility is maintained at a basic level of cleanliness, safety and order. Communicates expectations to students from time to time but does not regularly reinforce. Is at times beginning to take a more active role in managing the facility and engaging with facilities service staff.	Supports and ensures that the facility is maintained in a clean and orderly fashion with attention to safety. Clearly communicates expectations to staff and students regarding their role in maintaining the facility and collaborates closely with facilities service staff and supports their efforts.	Supports and ensures that facility is maintained in a clean and orderly fashion with attention to safety. Clearly communicates expectations to staff and students regarding their role in maintaining the facility. Collaborates closely with and supports facilities services staff and encourages and initiates community/ volunteer support for care of the facility and grounds.
3.4 District Initiatives	Does not keep up with nor follow district initiatives, such as following district expectations/protocols for PLC and RTI.	Understands and attempts to implement district initiatives, such as following district expectations/ protocols for PLC and RTI.	Understands and implements district initiatives, including helping staff understand the importance of the work.	Understands and implements district initiatives, including helping staff understand the importance of the work and serving on district committees to help the work move forward.

Elements	Ineffective	Needs Improvement	Proficient	Distinguished
3.5 Behavior expectations	Does not articulate or facilitate expectations for behavior of students, staff and the school community. Behavior data is not used.	Facilitates the setting of behavior expectations, however they are not clearly understood by all of the school community, and are inconsistently administered. Interventions are more punitive than instructive and preventive. Behavior data is inconsistently monitored and evaluated only periodically.	Facilitates and implements a school wide behavior/discipline plan where behavior expectations are clear, supported and followed by school community – staff, students and parents. Behavioral data is monitored and evaluated regularly. Interventions are well established to ensure student success.	Facilitates and implements a school wide behavior/discipline plan where behavior expectations are clear, supported and followed by school community – staff, students and parents. Behavioral data is monitored and evaluated regularly. Interventions are well established to ensure student success. Plans are in place or implemented for recognition of behavior accomplishments.
3.6 Use of instructional time	Does not engage staff in planning effective use of instructional time. Instructional time for core content varies from classroom to classroom. State requirements may not be met.	Ensures that instructional time meets state requirements, but it is not necessarily protected and/or staff are not engaged to maximize its use.	Ensures that instruction is focused, and time is protected to support quality, intensity and student learning. Engages staff in planning instruction in order to maximize the available time for instruction.	Ensures that all instruction is focused and protected to support quality instruction and student learning, engages staff in planning instruction in order to maximize time available which leads to high levels of student achievement.
3.7 Use of staff time	Allows staff time to be self-directed and there are few opportunities for staff for professional development, meetings and collaboration time with a focus on instruction.	Works with staff to provide a predictable schedule for meetings, professional development and collaboration time. Many meetings are focused on operational issues and are not related to instruction nor are there planned agendas.	Works with staff to provide a predictable schedule with adequate advanced notice and planned agendas for meetings, professional development and collaboration time that have a focus on instruction. Staff has a method for obtaining information, a professional development plan is established and teachers are in the beginning stages of collaboration.	Works with staff to provide a predictable schedule with adequate advanced notice and planned agendas for meetings, professional development and collaboration time. Intentionally promotes a culture of professional use of work time and teacher collaboration that is focused on instruction.
3.8 District safety protocols and procedures	Is unsure of district safety protocols, procedures and supports. Crisis management plan that is in place is inadequate. Does not always respond appropriately in crisis situations.	Is learning district safety protocols and procedures. Basic crisis management plan in place. Learning to remain calm and manage crisis situations.	Understands and follows district safety protocols and procedures, including ensuring all necessary safety drills are run regularly. Accesses support quickly, especially in crisis situations. Has a satisfactory crisis management plan which is reviewed regularly with staff and students. Facilitates leadership decisions appropriately in crisis situations.	Understands and follows district safety protocols and procedures, including ensuring all necessary safety drills are run regularly. Accesses support quickly in crisis situations. Has a well-developed crisis management plan that is reviewed regularly with staff and students. Demonstrates ability to remain calm and exercise responsive leadership and decision-making, especially in crisis situations.
Suggested Evidence: Crisis management plan; Incident reports; Site visits; Staff feedback; Parent feedback; Monthly fire and safety reports; Building budget; Observations; Student discipline data; Referral information; School-wide discipline and behavior plan; Master schedule; PLC notes; Staff meeting notes				

Standard 4: Inclusive Practice

An educational leader integrates principles of cultural competency and equitable practice to promote the success of all students by collaborating with students, staff, families and community members, responding to diverse community interests and needs, and mobilizing community services.

PERFORMANCE LEVEL				
Elements	Ineffective	Needs Improvement	Proficient	Distinguished
4.1 Fosters an environment of respect and rapport	Does not promote a culture of respect, caring, learning, and safety, and has low or inconsistent expectations. Does not openly or regularly communicate with stakeholders and regularly reacts to situations.	Inconsistently promotes a culture of respect, caring, learning, safety and high expectations for all, and attempts to use a system of recognition to foster a positive environment. Haphazardly creates opportunities for open communication with all stakeholders, and attempts to collaboratively problem solve.	Promotes and maintains a school-wide culture that emphasizes respect, caring, learning, safety and high expectations for all, and utilizes a system of recognition to foster this positive environment. Creates opportunities for open communication with all stakeholders, and models collaborative problem solving to effectively work through and resolve conflicts.	Promotes and maintains a school-wide culture that emphasizes respect, caring, learning, safety and high expectations for all, and utilizes a system of recognition to foster this positive environment. Regularly creates opportunities for open communication with all stakeholders, and models collaborative problem solving to effectively work through and resolve conflicts. The school is recognized by staff, students, parents and district personnel as an outstanding school environment.
4.2 Responds to and provides outreach to a diverse community	Has little understanding and/or takes little interest in the changing diversity and demographics of the community served.	Is developing an understanding of the changing diversity and demographics of the school and community served. Organization structures (parent groups and committees) do not necessarily reflect this diversity. Relationships with community members and outside organizations are beginning to develop. Diversity is celebrated at times. Parent communication, calendars and activities are at times not culturally sensitive.	Develops processes to stay in touch with the changing diversity and demographics of the school and community served. Diversity is regularly celebrated. Parent organization, site council, booster clubs and/or advisory committees are in place and reflect this diversity. In addition parent communication, school activities, and calendars are structured in a culturally sensitive manner. School activities are open to the broader community. Relationships are being built with community members and outside organizations to support the needs of the school.	Develops processes to stay in touch with the changing diversity and demographics of the school and community served. Diversity is regularly celebrated. Parent organization, site council, booster clubs and/or advisory committees are in place and reflect this diversity. Parent communication, school activities, and calendars are structured in a culturally sensitive manner. School activities are open to the broader community. Builds effective relationships with community members and outside organizations to support the needs of the school and various student and parent groups.
4.3 Use of parent, family, & community participation	Does little to coordinate parent and family participation in school activities, programs or volunteerism in the school.	Promotes parent attendance at student programs and activities and parent volunteerism in the school.	Promotes parents, family, and community participation in the meaningful instructional processes of the school. These groups are routinely involved in the school through volunteerism and activities associated with their students. Parents create volunteer events and activities. In addition they support the school staff in instruction of students and promotion of student achievement. There is some business partnership involvement in the school.	Promotes parents, family, and community meaningful participation in the instructional processes of the school. These groups are routinely involved in the school through volunteerism and activities associated with their students. Parents and community create volunteer events and activities. In addition they support the school staff in instruction of students and promotion of student achievement. The community is involved through business partnerships that further the school's work.
Suggested Evidence: Parent survey; PTA/PTC meeting schedule and notes; Copies of demographic data over time that tracks changes; Copy of parent involvement flyers/brochures for parent nights, family dinners, etc; SIP; Climate survey - Staff & Student; Volunteer reports; Parent involvement plan; Business partners				

Standard 5: Ethical Leadership

An educational leader integrates principles of cultural competency and equitable practice to promote the success of all students by acting with and ensuring a system of integrity, fairness, equity and ethical behavior.

PERFORMANCE LEVEL				
Elements	Ineffective	Needs Improvement	Proficient	Distinguished
5.1 Guiding norms – Commitments to positive professional behavior, to act or behave in a certain way with regard to professionalism	Ineffectively promotes and monitors the professional and ethical competencies for Oregon Educators and the Government Standards and Practices Act. There is no modeling or evidence of professional norms to guide staff.	Models and monitors the professional and ethical competencies for Oregon Educators and the Government Standards and Practices Act. Professional norms are beginning to emerge and be communicated, however there is not a concerted effort to ensure that they are followed by staff. Concerns are often communicated to an office outside of the school for resolution.	Models and monitors the professional and ethical competencies for Oregon Educators and the Government Standards and Practices Act. Facilitates and reinforces staff agreements of professional norms and behaviors. Models the principles of self-awareness, reflective practice, transparency and ethical behavior. Most conflicts are resolved at the building level.	Models and holds him/herself and others to the professional and ethical competencies for Oregon Educators and the Oregon Government Standards and Practices Act. Facilitates and reinforces staff agreements of professional norms and behaviors. Models the principles of self-awareness, reflective practice, transparency and ethical behavior and expects staff to do the same. Conflicts are resolved at the building level.
5.2 Lead learner	Processes and practices do not demonstrate commitment as a lifelong learner.	Rarely positions him/herself as a lifelong learner and mostly conducts him/herself as an expert, rather than a learner. Rarely attends professional learning activities with staff. Occasionally makes his/her learning public.	Models lifelong learning by demonstrating new processes and practices he/she has acquired during the conduct of district business, participates in professional learning activities with the staff, and consistently makes his/her personal learning public.	Models lifelong learning by demonstrating new processes and practices he/she has acquired during the conduct of district business, participates in professional learning activities with the staff, and consistently makes their personal learning public. At times conducts professional development his or herself and interacts with staff using research-based best practices.
5.3 Promoting social justice	Does not set a tone for valuing diversity in the school nor does he or she ensure that social justice and individual student learning inform all aspects of schooling. Fails to provide opportunities for all stakeholders to be involved in the school. Does not demonstrate an understanding, appreciation, and need for cultural, social and intellectual diversity of the school community.	Acknowledges community's cultural, social, and intellectual resources. Engages in open democratic dialogue with limited stakeholder involvement.	Facilitates processes and engages in activities that ensure open democratic dialogue with stakeholders across cultural, social, and economic populations. Formulates a building-level leadership platform grounded in ethical standards and practices that promotes a sense of urgency for increasing achievement for every student. Regularly embeds the community's cultural, social, and intellectual resources into the learning environment.	Knows, understands, and articulates the relationships among social justice, culture and student achievement and promotes programs to address inequities within the school community. Models activism by critically analyzing and exploring social injustices within the school as well as standing up against the status quo.
5.4 Engages multiple points of view, recognizes and uses multiple opinions and thoughtful dissent to form equitable solutions	Seldom considers the unintended consequences of his/her own actions. Discourages dissent, creates a climate where people are reluctant to raise issues.	Generally adjusts behavior according to environment and occasionally needs coaching to respond appropriately in a given situation. In certain situations engages multiple opinions and is successful on occasion in reaching win-win solutions.	Considers consequences of own actions, anticipates possible responses and adjusts behavior to the environment. Engages multiple points of view, uses dissent to inform decisions and improve the quality of his/her decision-making. Majority of situations involve equitable, win-win solutions.	Considers consequences of own actions, anticipates possible responses and adjusts behavior to the environment. Engages multiple points of view, recognizes and uses multiple opinions and thoughtful dissent to inform equitable solutions. Transforms negative energy into an opportunity for reflection and win-win solutions.

Elements	Ineffective	Needs Improvement	Proficient	Distinguished
5.5 Leader resilience	Demonstrates little or no emotional fortitude and perseverance in the face of obstacles. May lose mental focus and energy. May back down from tough decisions. Recognizes own emotions and tries to manage them but may become defensive or defeated in the face of resistance, setbacks or failures.	Regularly perseveres and is effective in less complex situations, but has limited results in more challenging situations. Understands and manages own emotions, reactions and assumptions, but may take resistance or failure personally at times.	Is effective at adapting to obstacles and achieving results in all situations. Leader models resiliency and anticipates and overcomes resistance and guides others through adversity and challenges. Leader remains calm, constructive and optimistic. Does not take negativity or dissent personally and quickly transitions from emotional to strategic response. Effectively makes tough decisions and engages in difficult conversations. Focuses on the solution and stays the course.	Creates a school-wide culture around relentless drive and perseverance and is able to develop this behavior in others. Leader is highly effective at adapting to obstacles and achieving results in all situations. Leader models resiliency and skillfully anticipates and overcomes resistance. Guides others through adversity and challenges. Teaches others to make tough decisions. Capitalizes on challenges and models and uses resistance, setbacks and opportunities to learn and grow.
Suggested Evidence: Staff climate survey; Observations; SIP; PLC notes; Participation in teacher PLCs; Staff feedback; Conversations; Conferences; Staff meeting notes; Staff observations; Modeling the principles of self-awareness, reflective practice, transparency, and ethical behavior.				

Standard 6: Socio-Political Context

An educational leader integrates principles of cultural competency and equitable practice to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

PERFORMANCE LEVEL				
Elements	Ineffective	Needs Improvement	Proficient	Distinguished
6.1 Effective collaborator with service providers and decision makers	Interaction and collaboration with outside organizations and decision makers is not evident or at best is ineffective.	Interacts with outside organizations and decision makers to enhance their support for educational outcomes and maintain existing education programs. Does not keep pace with emerging trends and initiatives.	Interacts and collaborates with outside organizations and decision makers. Understands the importance of the political processes impacting education and responds to community needs through development of educational programs. Responds to requests for support from service providers and decision makers.	Interacts and collaborates with outside organizations and decision makers. Demonstrates the responsibility of outreach and is an advocate and spokesperson for the school for all stakeholders. Fully engages the community in the educational process within the school/district.
6.2 Responds in a positive and strategic way to the factors that influence student success that are social, political and legal.	Does not attend to the factors beyond the school that are soft factors that may influence student success.	Discusses and appears to understand the soft factors and their effect on student success. Does not take an active stance when it comes to intervening in areas outside the school that effect student achievement.	Attends to and takes an active role both in terms of studying the factors and their influence on success and takes an active advocacy stance when needed.	Attends to and takes an active role in terms of studying the factors and their influence on student success, taking an active advocacy role and leading efforts to influence a change in the factors through funding, legislation or educating others.
Suggested Evidence: Site visits; Conversations; Staff feedback; Parent and community feedback				

The Teaching Framework Rubric

- The eleven Essential Standards for first year probationary teachers are unshaded.
- The six additional standards for second year probationary teachers are lightly shaded.
- The five additional standards for third year probationary teachers are darkly shaded.

Domain 1: Planning and Preparation

Component	Ineffective	Needs Improvement	Proficient	Distinguished
1a: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and applies this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and applies this knowledge for individual students.
1b: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d: Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1e: Designing student assessments	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
1f: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher accesses the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

What it might look like:

- The teacher adjusts and modifies lessons based upon the learning styles and cultural needs of all students.
- The teacher is familiar with national, state, district, and school content standards and uses those standards in planning.
- Year-long, unit, and weekly lesson plans have been developed that include instructional goals and learning outcomes.
- The teacher has set learning goals for students that can be measured.
- Goals and/or learning targets are posted in the classroom for students to see and understand.
- The teacher demonstrates a strong command of the subject matter.
- The teacher has an organized assessment system that can be easily explained and understood.
- The teacher utilizes a variety of learning options and assessments are in use.
- The teacher demonstrates familiarity with best practices research and applies it to lesson design.

Domain 2: The Classroom Environment

Component	Ineffective	Needs Improvement	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.	Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.	Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.	Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.
2b: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
2d: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective.	Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success. The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
2e: Establishing a culture for learning	Teacher displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work.	Teacher's attempt to create a culture for learning is only partially successful, with both teacher and students appear to be only "going through the motions." Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work.	The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which both students and teacher share a belief in the importance of the subject, and all students hold themselves to high standards of performance, initiating improvements to their work.

What it might look like:

- Interactions between teacher and students are characterized by civility and respect reflecting a general climate of caring.
- Classroom expectations are posted, regularly taught, re-taught, and reinforced.
- The teacher demonstrates knowledge of behavior systems and proactively addresses student behavior.
- The teacher has a clear and articulated system for managing classroom procedures that makes transitions smooth and maximizes instructional time.
- Classroom is organized, safe, and welcoming with appropriate displays that are relevant to teaching assignments.
- Classroom culture reflects teacher's passion for the subject and students' active engagement in their learning.
- The teacher has high expectations for student success, quality work and student achievement

Domain 3: Instruction

Component	Ineffective	Needs Improvement	Proficient	Distinguished
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3c: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3d: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
3e: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. Some of the teacher's questions elicit a thoughtful response, but most are low level, posed in rapid succession.	Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
What it might look like: - The teacher is organized, knows the required learning targets, and effectively communicates objectives to students. - Students are actively engaged in learning and are motivated to improve. - The teacher uses appropriate assessment strategies before, during and after instruction. - The teacher sets high expectations through meaningful feedback and encourages students to meet those high expectations by providing the necessary support. - A variety of effective strategies are used to deliver instruction that is differentiated to meet the learning needs of all students. - The teacher uses questioning strategies with the purpose of determining student understanding, promoting higher level thinking, and providing opportunities for all students' voices to be heard.				

Domain 4: Professional Responsibilities

Component	Ineffective	Needs Improvement	Proficient	Distinguished
4a: Reflecting on Teaching	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
4b: Maintaining Accurate Records	Teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for both instructional and non-instructional records, which are accurate, efficient and successful
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.
4d: Demonstrating Professionalism	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.
4e: Participating in a Professional Community	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively in the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.
4f: Growing and Developing Professionally	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out feedback from supervisors and colleagues.
What it might look like: - The teacher displays the qualities of a learner with habits of reading, writing, reflecting on daily classroom lessons and is able to cite specific evidence of success and needs for adjustment. - The teacher's record keeping system is clear, organized, up-to-date, and easy to understand. - The teacher initiates communication with stakeholders and returns communication in a timely manner. - The teacher supports building and district instructional priorities through increased knowledge and changes in teaching practices. - The teacher completes all required duties, reports, paperwork, and grades. - The teacher contributes to the professional community through involvement in projects and activities that require collaboration. - The teacher pursues professional growth opportunities to learn about and apply best practices for facilitating student learning.				

Domain 5: Student Growth Goals

Goal	Ineffective	Needs Improvement	Proficient	Distinguished
1	Less than 64% of students meet the SMART goal.	74% - 64% of students meet the SMART goal.	85% - 75% of students meet the SMART goal.	100% - 86% of students meet the SMART goal.
2	Less than 64% of students meet the SMART goal.	74% - 64% of students meet the SMART goal.	85% - 75% of students meet the SMART goal.	100% - 86% of students meet the SMART goal.



EVALUATION CHANGES SB290 REQUIREMENTS

April 22, 2013



SB290 Requirements

New evaluation requirements for all licensed educators to be implemented July 1, 2013:

- **Need to use standards of Professional Practice**
- **Differentiated Performance Levels**
- **Multiple Measures**
- **Evaluation and Professional Growth Cycle**
- **Aligned Professional Learning**



Standards of Professional Practice

Teachers: ODE has approved INTASC standards as the framework and several research based evaluation rubrics that include the INTASC standards. Our current model, Danielson, is one of the approved rubrics and we are committed to continue using this rubric.

Administrators: ODE has approved ISLLC standards as the framework and a couple district evaluation rubrics that include the ISLLC standards. Our committee has decided to go with the Salem model, which has been approved by ODE.

Differentiated Performance Levels

SB290 requires 4 levels:

– Our current teacher model has 4 levels and we will be using the same performance level descriptors for all of our evaluation rubrics:

- *Distinguished
- *Proficient
- *Needs improvement
- *Ineffective

Multiple Measures

Evaluation should include multiple measures from all three categories of evidence:

- **Professional practice:** measures of the quality of a teacher's planning, delivery of instruction, and assessment of student learning (ex. observations, lesson plans, student work, assessments, RTI data)
- **Professional responsibilities:** measures of the teacher's progress toward his/her own professional goals and contribution to school-wide goals (ex. professional goals, teacher reflection, setting student growth goals, peer collaboration, workplace expectations)
- **Student learning and growth:** quantitative measures of the educator's impact on a students' growth. *This category is a new requirement, in that it becomes a part of an educator's summative evaluation.*

Goals

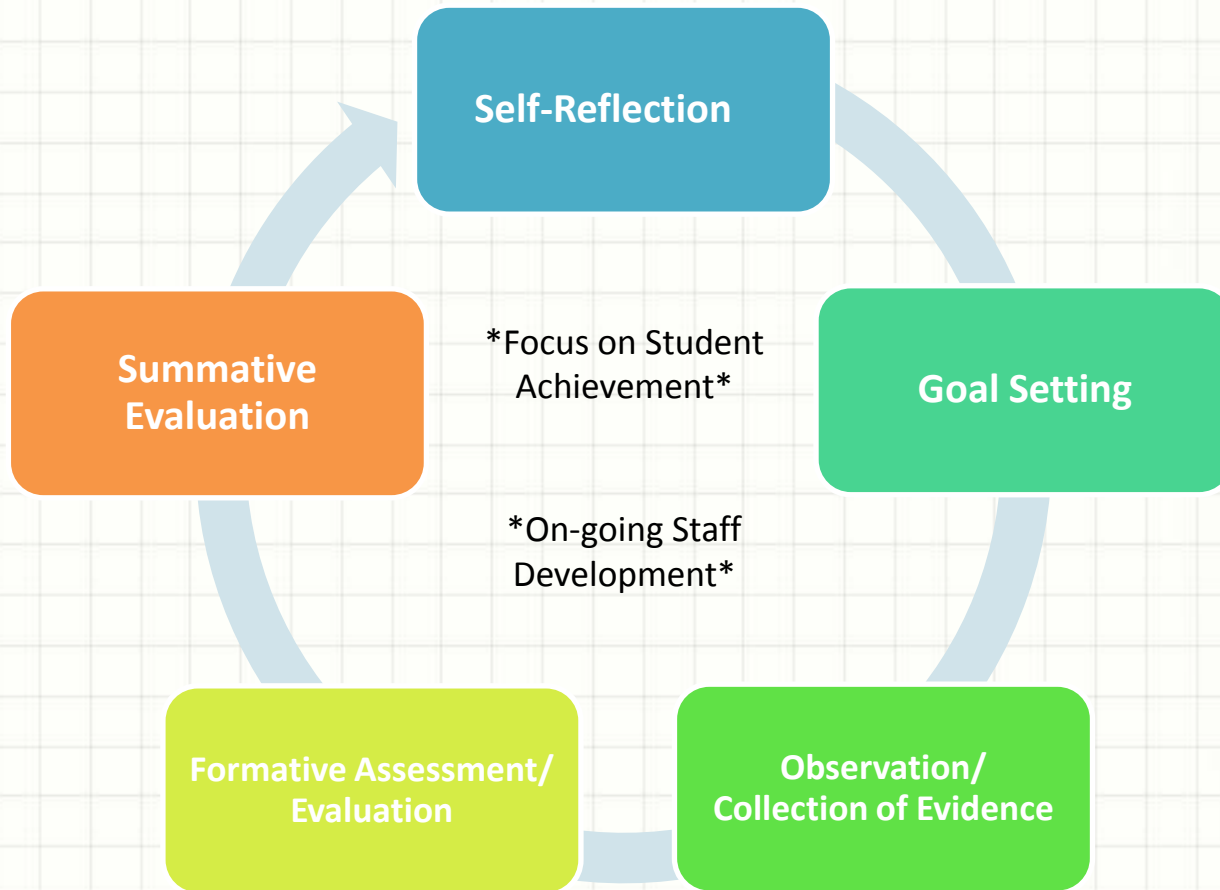
- Educators are required to set two goals on student learning and growth from three categories.
 1. State or national standardized assessments (ex. OAKS, ELPA)
 2. Common national, international, regional, district-developed measures (ex. DIBELS, AP)
 3. Classroom-based or school-wide measures (ex. student performances, tests, portfolios)
- Educators are also required to set one professional growth goal.

Example of Goal Scoring Rubric

Domain 5: Student Growth Goals

Goal	Ineffective	Needs Improvement	Proficient	Distinguished
1	Less than 64% of students meet the SMART goal.	64% - 74% of students meet the SMART goal.	75% - 85% of students meet the SMART goal.	86% - 100% of students meet the SMART goal.
2	Less than 64% of students meet the SMART goal.	64% - 74% of students meet the SMART goal.	75% - 85% of students meet the SMART goal.	86% - 100% of students meet the SMART goal.

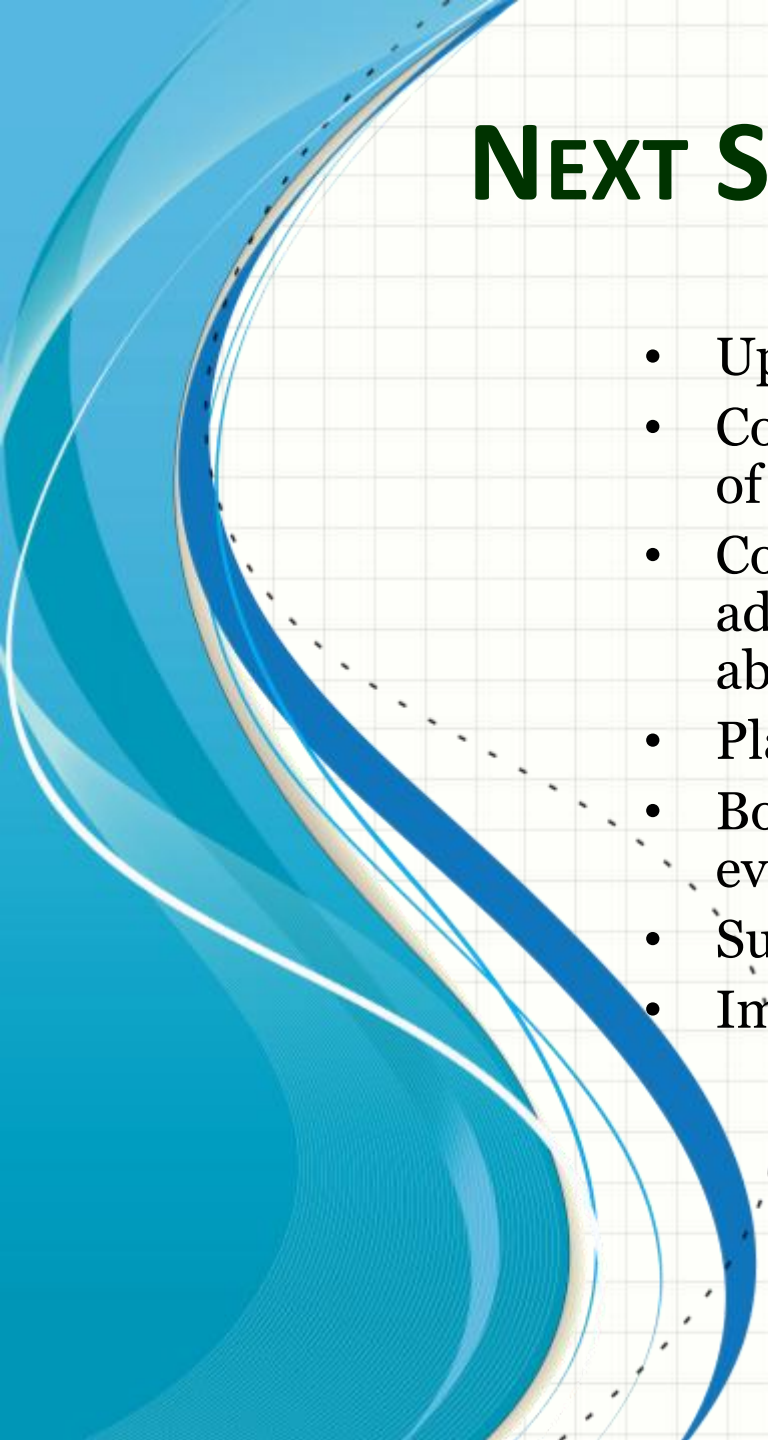
Evaluation Cycle



New: Mid-year goal check in and end of year progress review with all teachers.

Professional Development

- **Aligned Professional Learning:**
 - Linking evaluations with high quality professional learning
 - Informs decisions for professional growth plans
 - Relevant to educator's goals and needs
- **Ongoing training:**
 - Calibration
 - New teachers and administrators



NEXT STEPS

- Update forms and handbook
- Continue conversation on total rating matrix of summative evaluation
- Continue sharing information with administrators and teachers at each building about the changes
- Plan training for administrators and staff
- Board approves updated evaluation policy and evaluation frameworks by June 30, 2013
- Submit plan to ODE by June 30, 2013
- Implement evaluation system 2013-14

Committee Members

- **Teacher Committee:**

-Marsha Lincoln	-Angela Apple	-Carol Andresen
-Claudia Argo	-Peg Cornell	-Colleen Works
-Catherine Bullis	-Patty Pearson	-Lisa Krause
-Alicia Ward-Satey	-Marsha Ham	-Jennifer Duvall

- **Counselor Committee:**

-Deb Lund	-Robbie Cox	-Eric Wright
-Marsha Ham	-Jennifer Duvall	

- **Administrator Committee:**

-Kevin Bogatin	-Matt Boring	-Rosemary O'Neil
-Erin Prince	-Jennifer Duvall	



QUESTIONS?



Corvallis

SCHOOL DISTRICT

- IV. SCHOOL BOARD SELF EVALUATION PROCESS
- V. EXECUTIVE SESSION - The Board will meet in Executive session at 5:15 p.m. under ORS 192.660(2)(d) - To consult with persons designated for labor negotiations.
- VI. ADJOURNMENT

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.



Corvallis

SCHOOL DISTRICT

Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –

Guidelines are at: <https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/>

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

Grievance Process - ORS 192.705

Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at kim.nelson@corvallis.k12.or.us or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35th Street, Corvallis, OR 97333. Additional information is available on the district website.

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Bernie Wang	541-704-7298		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent / Human Resources Director	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Byron Bethards, Student Growth & Experience Director	541-757-5470
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841