

Sheridan School District



Professional Growth and Performance Evaluation Handbook

Adopted 6/19/2013

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Introduction

It is the belief of the Professional Growth Committee that, with effective implementation, this Professional Growth Plan will lead to increased self-reflection by licensed staff, greater job satisfaction, higher quality of instruction and ultimately increased student learning. The Professional Growth Committee read the Charlotte Danielson book; “Teacher Evaluation, to Enhance Professional Practice” and the revised Oregon Department of Education Framework June 28-29 2012. The goal of the committee was to develop an evaluation system unique to Sheridan that reflects “effective instruction” and pilot the plan during the 2013-2014 school year with full implementation by July 1, 2014.

Professional Growth Committee Members:

Maureen Walter, SPED Teacher, Titan Academy
Robin VanBuren, Sixth Grade Teacher, Faulconer Chapman School
Darci Holland, SPED Teacher, Sheridan High School
Julia Evans, Kindergarten Teacher, Faulconer Chapman School
Marcy Hendrix, Fourth Grade Teacher, Faulconer Chapman School

Overview of the Process

The Oregon Framework for Teacher’s identifies ten standards organized into four standards and ten standards. The committee members created a working rubric for each standard to provide a description of what each standard looks like at the unsatisfactory, basic, satisfactory, and distinguished levels. A first year teacher is expected to achieve a minimum of the Basic level, with movement toward satisfactory level by the end of the year. The second year a teacher is expected to achieve a minimum of five or more standards in the satisfactory level; these standards are to be selected collaboratively with their building administrator. The five remaining standards are to be raised to a minimum of a satisfactory level in the third year. By the time a teacher moves to contracted status, he or she should be satisfactory and making improvement toward distinguished in one or more areas.

Emphasis of the evaluation system should be professional growth where employees are empowered to be self-directed. Support and assistance are provided for individual teachers needing the opportunity to remedy specific weaknesses. The utilization of direct classroom observations, an evaluator may use a variety of student performance data, collaborative assignments, non-instructional duties, curricular responsibilities, and student input when formulating a final evaluation. Student performance data and/or student feedback will not be used independently to formulate teacher evaluation.

Performance Levels

The Framework for Teaching includes four levels of performance: Does Not Meet Standards, Improvement Necessary, Effective, and Highly Effective. It is important to recognize that the levels are levels of performance of *teaching*, not of *teachers*.

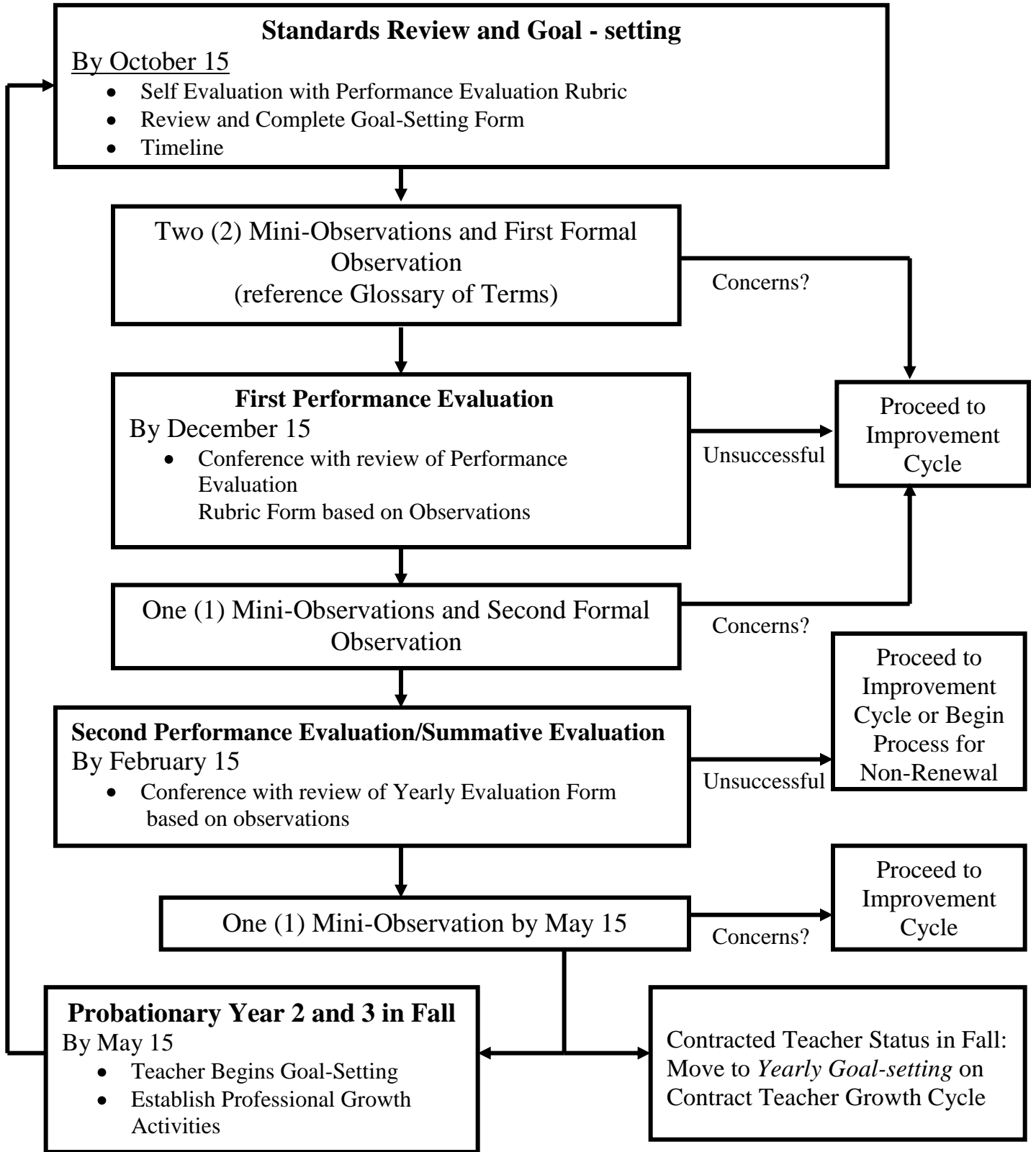
Performance Levels	Definition
Does Not Meet Standards (DM) (1)	Does not meet standards; requires intervention to improve practice.
Developing Proficiency Toward Standard (DP) (2)	Developing proficiency toward meeting standards; shows continuous improvement.
Proficient Relative to Standard (PR) (3)	Proficient relative toward meeting standards; demonstrates effective practice and impact on student learning.
Exceeds Standards (E) (4)	Exceeds standards; highly effective professional practice and impact on student learning.

Timeline: Probationary Educators (Tier One & Two)

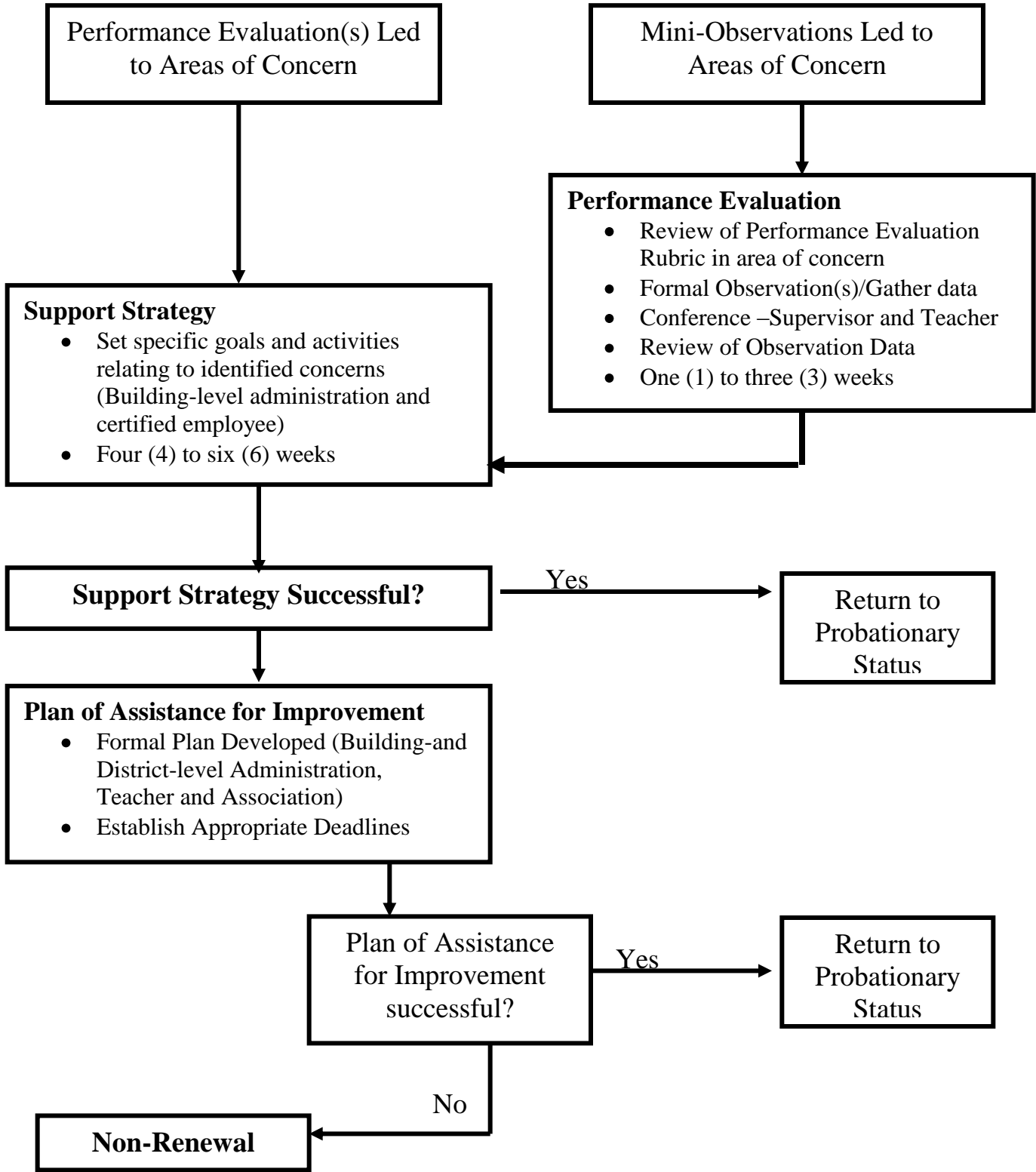
A teacher has probationary status during the first three years in the Sheridan School District. Professional Growth Plans during those three years are carried out within a close collaborative partnership between the teacher and the principal. However, the teacher holds primary responsibility for his or her learning. The administrator and teacher share responsibility for designing and monitoring the program, documenting learning, and reporting progress. The teacher and administrator will share responsibility for meeting the stated timelines.

Target Date	Probationary Teacher
August- By September 15	Self-Evaluation using rubric
By October 15 th	Probationary teacher will complete the self evaluation with the performance evaluation rubric and meet with the building administrator to discuss the teacher's Professional Growth Plan. In this meeting they identify performance goals and growth activities, and the administrator explains PDUs.
By December 15 th	Administrator conducts at least one formal lesson observation of the probationary teacher's classroom and at least two mini observations. The formal observation includes a pre and post observation conference. The administrator gathers data and gives written feedback to the teacher, and the teacher and administrator confer. If there are significant areas of concern, the teacher will be placed on the Structured Support Process.
Mid-Year Review By February 15 th	Administrator has conducted one mini observation and the second formal lesson observation and provides the teacher with feedback regarding performance on standards. If there are significant areas of concern, the teacher will be placed on the Structured Support Process. Administrator makes recommendation for employment status.
March 1	Administrator submits recommendation and documentation of professional growth to the Superintendent.
Mid-March	School board takes action on employment recommendation.
By May 15 th	Probationary teacher and administrator has conducted one mini observation and meet to discuss the next Professional Growth Plan. At this meeting they identify performance goals and growth activities, including reflection on professional growth, and the plan to earn PDUs.

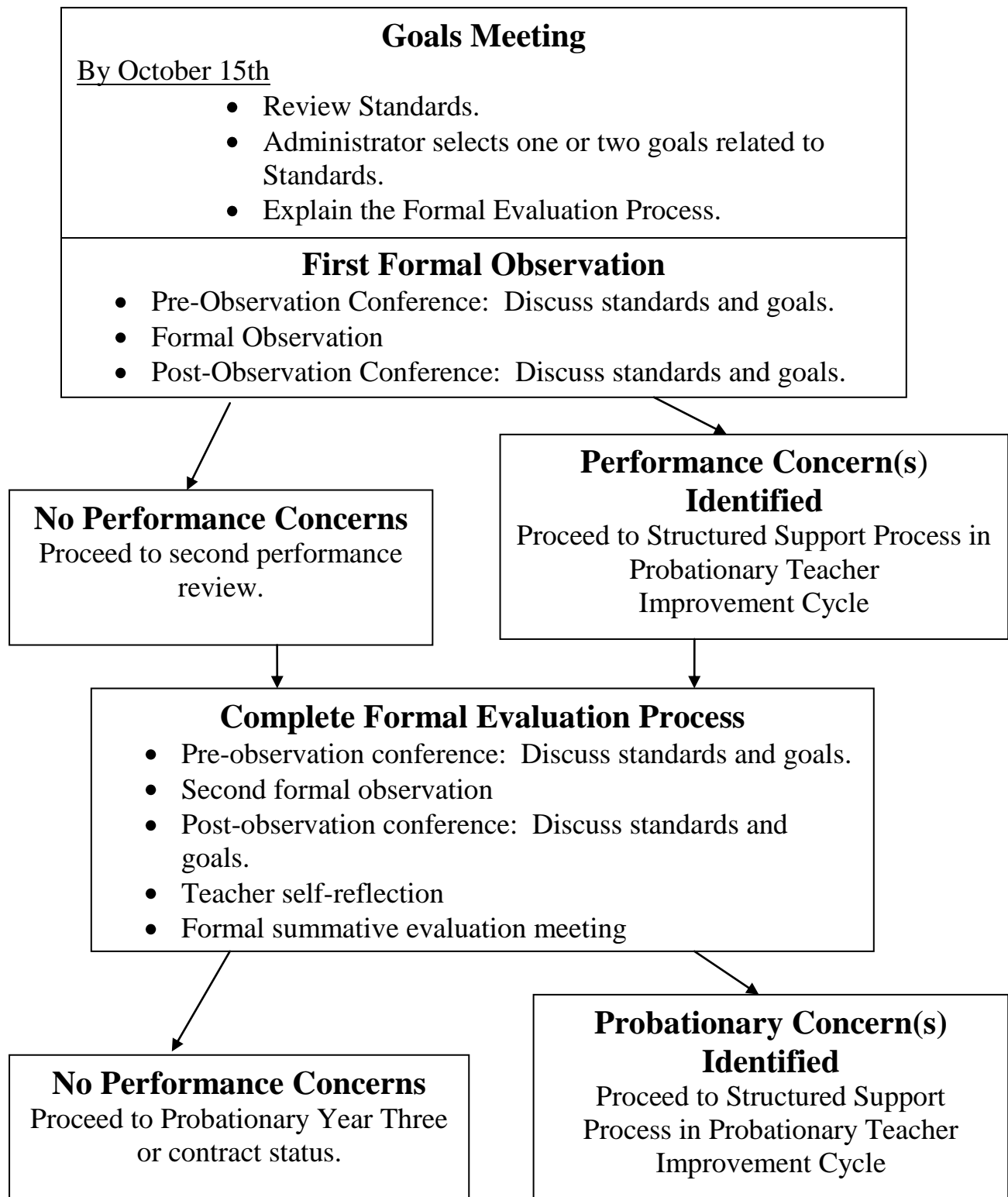
Probationary Educator: Performance Cycle (Tier One)



Probationary Educator: Improvement Cycle



Probationary Educator Formal Evaluation Process: Years Two and Three (Tier Two)



Traditional Evaluation Cycle (Tier One & Two)

Overview: This is an annual cycle mandated for temporary and probationary educators. This cycle is also an option for contract educators at the discretion of their supervisor or is a choice for contract educators who qualify to be on a Self-Directed Evaluation Cycle. This cycle includes one annual goal which is written in collaboration with the educator's supervisor as well as three observations. In this evaluation cycle educators have the greatest amount of direct support from supervisors.

Observations: Within this annual cycle three observations will occur. At least two observations will be a Level 3 Observation. The remaining observation may be a Level 1, 2, or 3.

Level 1: Mini Observations

- Unannounced drop-in of at least 10 minutes.
- Written feedback in a timely manner

Level 2: Informal Observations

- Unannounced drop-in of at least 30 minutes or full lesson, whichever is greater
- Post-conference with written feedback in a timely manner
- Performance evaluation data is collected

Level 3: Formal Observation

- Schedule observation time initiated by educator or supervisor
- Pre-Observation Conference
- Educator informs evaluator of purpose of lesson
- Minimum length of 30 minutes or full lesson, whichever is greater
- Educator and evaluator select/design data collection from appropriate lesson
- Post-conference with a completed Post-Observation Summary Form, in a timely manner
- Performance evaluation data is collected

Goal Setting: Educators will write two (SLO's) Student Learning Objectives and one Professional Growth Goal utilizing the SMART goal strategies based on the Oregon Department of Education adopted Standards which may originate from district, building, department or grade level goals or individual educator's goal. When writing the Professional Growth goal, educators are to use the data from the Self-Reflection Worksheet (required), the Traditional Cycle: Goals for Professional Growth (required), and the —How to Write a SMART Goal instructions. The goal is agreed upon and will be submitted to the supervisor no later than October 15.

Evaluation: By March 1 of each school year, educators will receive a written evaluation from their supervisor on the Supervisor Evaluation Summary Form (required). Educators will also be asked to complete an End-of- Year Self-Reflection for Goals Form (required by March 10). Both forms are official and will become part of the educators' personnel files.

Required Documentation: Goals determined in the fall will be written on the Professional Growth Plan and submitted for inclusion in the educator's personnel file. Data from formal and informal observations must be shared with the educator. For each informal and formal observation, a copy of the Post-Observation Summary with original signatures of the educator and the administrator must be filed in the educator's personnel file at district office. The educator's Summative Self-Reflection will be shared at the final evaluation conference and kept in the educator's working file at the building level. The Supervisor Summative Evaluation will be documented on the educator evaluation form and filed in the educator's personnel file at the district office.

Probationary Educator: Evaluation Cycle

Self-Reflection Worksheet

Carefully reflect on your teacher performance in all four domains. Complete the Self-Reflection by using the Standards of Professional Practice in this document.

Bring this completed form to the goals conference with your administrator.

Key: DN (1)—Does not meet Standard DP (2)—Developing Proficiency PR (3)—Proficient Relative E (4)—Exceeds

Domain 1				The Learner and Learning	Comments		
DNM	DP	PR	E	Standard 1:			
1	2	3	4	Learner Development			
				1.1 Demonstrates an understanding of how children/adolescents learn and develop.			
				1.2 Designs and implements developmentally appropriate instruction.			
				Total		÷ 2	=
DNM	DP	PR	E	Standard 2:			
1	2	3	4	Learning Differences			
				2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs			
				2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.			
				Total	÷ 2		=
DNM	DP	PR	E	Standard 3:			
1	2	3	4	Learning Environments			
				3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.			
				3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.			
				3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.			
				Total		÷ 3	=

Domain 1	The Learner and Learning	Score (divide above by 3=)
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Domain 2				Content	Comments	
DNM	DP	PR	E	Standards 4:		
1	2	3	4	Content Knowledge		
				4.1 Maintains deep knowledge of content standards and learning professions in the discipline(s) and setting(s) s/he teaches.		
				4.2 Integrates culturally relevant content to build on learner's background knowledge.		
				4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.		
				Total		÷ 3

DNM	DP	PR	E	Standards 5:		
1	2	3	4	Application of Content		
				5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.		
				5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.		
				Total	÷ 2	=

Domain 2	Content	Score (divide above by 2=)
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Domain 3				Instructional Practice			Comments
DNM	DP	PR	E	Standard 6:			
1	2	3	4	Assessment			
				6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.			
				6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.			
				6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.			
				Total	÷ 3	=	
DNM	DP	PR	E	Standard 7:			
1	2	3	4	Planning for Instruction			
				7.1 Designs learning experiences aligned to curriculum standards and student needs.			
				7.2 Evaluates and adjusts plans based on student outcomes.			
				7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.			
				Total	÷ 3	=	
DNM	DP	PR	E	Standard 8:			
1	2	3	4	Instructional Strategies			
				8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)			
				8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.			
				8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.			
				8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners			

				articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.	
				8.5 Engages all learners in developing higher order thinking skills and meta-cognitive processes.	
				Total	÷ 5 =

Domain 3	Instructional Practice	Score (divide above by 3=)
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Domain 4				Professional Responsibility	Comments
DNM	DP	PR	E	Standard 9:	
1	2	3	4	Professional Learning & Ethical Practice	
				9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.	
				9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.	
				9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.	
				Total	÷ 3 =
DNM	DP	PR	E	Standard 10:	
1	2	3	4	Leadership and Collaboration	
				10.1 Takes an active role on the instructional team.	
				10.2 Works collaboratively with students and families to support and learner development and achievement.	
				10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.	
				Total	÷ 3 =

Domain 4	Professional Responsibility	Score(divide above by 2=)
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Areas meeting standards:

Areas in need of improvement:

Probationary Educator: Evaluation Cycle (Goal Setting)

Student Growth & Professional Growth Plan

Teacher	
School	
Administrator	

Teachers must use State or National Assessment data in Category 1 if they are in a tested subject area and grade level and choose at least 1 additional measure in Categories 2 or 3. Teacher in non-tested subject areas and grades must choose at least 2 measures from Categories 1, 2 or 3.

Category 1: State & National Measures	State or National Standardized Assessment results for tested grade levels and subjects
Category 2: Common National, International, Regional, District-Developed Measures	Examples include but are no limited to: Student performances, portfolios, Products, Projects, Work Samples, Tests EASY CBM, Oral Reading Fluency (ORF), On Track Data-any grade, Explore, Accuplacer, ACT
Category 3: Classroom-based or School-wide Measures	Examples include but are not limited to: Student performances, Portfolios, Products, Projects, Work Samples, Tests

Goal-Setting Conference	Content <ul style="list-style-type: none"> The goal is being written around which grade/subject/level? 	
	Interval of Instruction <ul style="list-style-type: none"> What is the duration of the course or subject that the SLO will cover? 	
	Context <ul style="list-style-type: none"> What are the characteristics or special learning circumstances of my class(es)? 	
	Baseline Data <ul style="list-style-type: none"> What are the learning needs of my students? Attach supporting data. 	
	Student Growth Goal Statement <ul style="list-style-type: none"> Does my goal meet the SMART criteria? Identify if it is: Category 1, 2 or 3. 	
	Strategies for Improvement <ul style="list-style-type: none"> How will I help students attain this goal? Provide specific actions that will lead to goal attainment What Evidence will be collected? 	

Second Student Learning Goal	Content <ul style="list-style-type: none"> • The goal is being written around which grade/subject/level? 	
	Baseline Data <ul style="list-style-type: none"> • What are the learning needs of my students? • Attach supporting data. 	
	Student Growth Goal Statement <ul style="list-style-type: none"> • Does my goal meet the SMART criteria? • Identify if it is: Category 1, 2 or 3. 	
	Strategies for Improvement <ul style="list-style-type: none"> • How will I help students attain this goal? • Provide specific actions that will lead to goal attainment • What Evidence will be collected? • 	

Professional Goal-Setting Conference	Professional Growth goal: <ul style="list-style-type: none"> • What do I want to change about my instruction that will effectively impact student learning? • What is my personal learning necessary to make that change? • What are my measures or success? • What Evidence will be collected? 	
	Resources and Support: <ul style="list-style-type: none"> • What resources and support do I need to meet my Professional Growth Goal? 	

Mid-Year Review	Collaborative Mid-Year Goal Review			
	<ul style="list-style-type: none"> • What progress has been made? • Include a reflection on goals • Attach supporting data 			
	Strategy Modification			
	Teacher Signature:	Date:	Administrator Signature:	Date:

Summative	End-of-Year Data			
	<ul style="list-style-type: none"> • What does the end of the year data show? • Attach data 			
	Reflection on Results			
	Professional Growth Plan			
	Teacher Signature:	Date:	Administrator Signature:	Date:

Probationary Educator: Traditional Evaluation Cycle

SUMMATIVE SELF-REFLECTION

(Educators fill out and bring to end-of-year conference)

1. Identify and describe your level of performance based on the rubrics for the Standards of Professional Practice.

Carefully reflect on your teaching performance in all four Standards. Complete the Self-Reflection by using the Standards of Professional Practice in the Appendix of this document.

Bring this completed form to the goals conference with your administrator.

Key: DN (1)—Does not meet Standard DP (2)—Developing Proficiency PR (3)—Proficient Relative
E (4)—Exceeds

Domain 1				The Learner and Learning	Comments		
DNM	DP	PR	E	Standard 1:			
1	2	3	4	Learner Development			
				1.1 Demonstrates an understanding of how children/adolescents learn and develop.			
				1.2 Designs and implements developmentally appropriate instruction.			
				Total		÷ 2	=
DNM	DP	PR	E	Standard 2:			
1	2	3	4	Learning Differences			
				2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs			
				2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.			
				Total		÷ 2	=
DNM	DP	PR	E	Standard 3:			
1	2	3	4	Learning Environments			
				3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.			
				3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.			
				3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.			
				Total		÷ 3	=

Domain 1	The Learner and Learning	Score(divide above by 3=)
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Domain 2				Content	Comments
DNM	DP	PR	E	Standards 4:	
1	2	3	4	Content Knowledge	
				4.1 Maintains deep knowledge of content standards and learning professions in the discipline(s) and setting(s) s/he teachers.	
				4.2 Integrates culturally relevant content to build on learner's background knowledge.	
				4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.	
				Total	÷ 3 =
DNM	DP	PR	E	Standards 5:	
1	2	3	4	Application of Content	
				5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.	
				5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.	
				Total	÷ 2 =

Domain 2	Content	Score(divide above by 2=)
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Domain 3				Instructional Practice	Comments
DNM	DP	PR	E	Standard 6:	
1	2	3	4	Assessment	
				6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.	
				6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.	
				6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.	
				Total	÷ 3 =
DNM	DP	PR	E	Standard 7:	
1	2	3	4	Planning for Instruction	
				7.1 Designs learning experiences aligned to curriculum standards and student needs.	
				7.2 Evaluates and adjusts plans based on student outcomes.	
				7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.	
				Total	÷ 3 =

DNM	DP	PR	E	Standard 8:		
1	2	3	4	Instructional Strategies		
				8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)		
				8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.		
				8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.		
				8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.		
				8.5 Engages all learners in developing higher order thinking skills and meta-cognitive processes.		
				Total	÷ 5	=

Domain 3	Instructional Practice	Score(divide above by 3=)
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Domain 4				Professional Responsibility	Comments
DNM	DP	PR	E	Standard 9:	
1	2	3	4	Professional Learning & Ethical Practice	
				9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.	
				9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.	
				9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.	
				Total	÷ 3 =
DNM	DP	PR	E	Standard 10:	
1	2	3	4	Leadership and Collaboration	
				10.1 Takes an active role on the instructional team.	
				10.2 Works collaboratively with students and families to support and learner development and achievement.	
				10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.	
				Total	÷ 3 =

Domain 4	Professional Responsibility	Score(divide above by 2=)
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2. What have you learned or re-learned from the observations and the professional development activities in which you have taken part this year?

3. Describe a standard in which you have demonstrated substantial competence.

4. Based on the analysis of your performance, what goals will you be focusing on as you move toward with your professional growth, or what new goals do you anticipate including in your professional goals for next year?

5. Describe how you have supported the school's improvement plan.

6. List the professional development activities in which you participated during the year.

Educator Signature: _____ Date: _____

Administrator: _____ Date: _____

Probationary Educator: Evaluation Cycle
Pre-Observation Reflection
(Teacher fills out and brings to pre-observation conference)
_____ School Year

***Please attach a lesson plan for the time you will be observed.**

Teacher _____ School _____ Assignment _____
Observer _____ Pre-Conference Date/Time _____
Observation Date/Time _____ Post-Conference Date/Time _____
Contract Status _____

1. What is your instructional objective(s)? What do you want your students to know and do as a result of your instruction?
2. Explain how this helps to meet district power standards. What standards does it meet?
3. Briefly describe instructional activities and materials that you plan to use. How will the curriculum be taught?
4. How will you provide differentiated instruction to meet the range of needs of your students (developmental and ability levels)?
5. Describe assessment procedures that will be used. How will you know that your students have met the objectives of the lesson?
Observation objectives (something specific that you would like the observer to focus on):

6. Explain the difficulties students typically experience in this area and how you plan to accommodate for the special needs of your students/diverse population in your class.

a. How do you plan to anticipate those difficulties, enabling your students to persist with the work?

7. State the Standard(s) that your lesson will address.

a. Relate to other content areas

8. Explain how you plan to assess student achievement of the goals. (Test, performance task, scoring guides.)

a. What procedures will you use?

b. What products will the students produce?

9. Explain anything else the observer should know about your class or your classroom procedures.

Probationary Educator: Evaluation Cycle

Post-Observation Reflection

(Teacher fills out and brings to post-observation conference)

_____ School Year

Educator _____ Assignment _____

Observation Date _____ Time _____

Post Conference Date _____ Time _____

1. Did the students learn what I intended? Were my instructional goals met? How do I know?

Standard:

2. As I reflect on the lesson, to what extent were students productively engaged? Were individual differences addressed effectively? Standard:

3. Did I alter my goals or instructional plan as I taught the lesson? If so, why (Standard)

4. Did the materials and assessment tools work? Did they address the needs of all students? (Bring examples of student work, if relevant) (Standard)

5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Relate to a Standard)

Teacher's Signature

Date

Supervisor's Signature

Date

Sheridan School District
Probationary Educator: Post-Observation Summary Form
Required for Formal and Informal Observation

Educator: _____ Subject: _____ Grade(s): _____

Supervisor: _____ Date/Time: _____

The purpose of the observation is to assess educator's professional standards

<p>Domain 3: Instructional Practice ___ 6.1 Designs and selects assessments that match learning objectives ___ 6.3 Engages Learners ___ 7.2 Evaluates and adjusts plans based on student outcomes ___ 8.3 Uses a variety of instructional strategies ___ 8.5 Engages all learners</p>	<p>Commendations:</p> <p>Recommendations:</p>
<p>Domain 1: The Learner and Learning: ___ 1.2 Designs and implements appropriate instruction. ___ 2.1 Incorporates tools to support academic language proficiency. ___ 3.1 Manages classroom procedures ___ 3.2 Communicates with students ___ 3.3 Establishes a safe and productive learning environment</p>	<p>Commendations:</p> <p>Recommendations:</p>

Domain 2 and 4 may be identified from the observation:

Educators comments (Optional):

 Educator Signature Date

 Administrator Signature Date

Teacher (original)

Sheridan School District 48J
Supervisor Evaluation Summative

Educator: _____ Grade/Subject Area: _____

Supervisor: _____ School Year: _____

Level: __ Elementary __ Middle School __ High School

Educator Status: Probationary 1 __ 2 __ 3 __ Temporary __ Contract Status __

As appropriate: Formal Observations Dates _____

Informal Observations Dates _____

Date of Goal Conference _____ Date of Final Conference _____

Carefully reflect on your teaching performance in all four standards. Complete the Self-Assessment by using the Standards of Professional Practice in this document. Prepare to discuss your performance in all standards during the goals conference with your administrator.

Key: DN (1)—Does not meet Standard DP (2)—Developing Proficiency PR (3)—Proficient Relative E (4)—Exceeds

Domain 1				The Learner and Learning	Comments	
DNM	DP	PR	E	Standard 1:		
1	2	3	4	Learner Development		
				1.1 Demonstrates an understanding of how children/adolescents learn and develop.		
				1.2 Designs and implements developmentally appropriate instruction.		
				Total		÷ 2
						=
DNM	DP	PR	E	Standard 2:		
1	2	3	4	Learning Differences		
				2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs		
				2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.		
				Total		÷ 2
						=
DNM	DP	PR	E	Standard 3:		
1	2	3	4	Learning Environments		
				3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.		
				3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.		
				3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.		
				Total		÷ 3
					=	

Domain 1	The Learner and Learning	Score(divide above by 3=)
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Domain 2				Content	Comments
DNM	DP	PR	E	Standards 4:	
1	2	3	4	Content Knowledge	
				4.1 Maintains deep knowledge of content standards and learning professions in the discipline(s) and setting(s) s/he teachers.	
				4.2 Integrates culturally relevant content to build on learner's background knowledge.	
				4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.	
				Total	÷ 3 =
DNM	DP	PR	E	Standards 5:	
1	2	3	4	Application of Content	
				5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.	
				5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.	
				Total	÷ 2 =

Domain 2	Content	Score(divide above by 2=)
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Domain 3				Instructional Practice	Comments
DNM	DP	PR	E	Standard 6:	
1	2	3	4	Assessment	
				6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.	
				6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.	
				6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.	
				Total	÷ 3 =
DNM	DP	PR	E	Standard 7:	
1	2	3	4	Planning for Instruction	
				7.1 Designs learning experiences aligned to curriculum standards and student needs.	
				7.2 Evaluates and adjusts plans based on student outcomes.	
				7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.	
				Total	÷ 3 =

DNM	DP	PR	E	Standard 8:		
1	2	3	4	Instructional Strategies		
				8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)		
				8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.		
				8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.		
				8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.		
				8.5 Engages all learners in developing higher order thinking skills and meta-cognitive processes.		
				Total	÷ 5	=

Domain 3	Instructional Practice	Score(divide above by 3=)
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Domain 4				Professional Responsibility	Comments
DNM	DP	PR	E	Standard 9:	
1	2	3	4	Professional Learning & Ethical Practice	
				9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.	
				9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.	
				9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.	
				Total	÷ 3 =
DNM	DP	PR	E	Standard 10:	
1	2	3	4	Leadership and Collaboration	
				10.1 Takes an active role on the instructional team.	
				10.2 Works collaboratively with students and families to support and learner development and achievement.	
				10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.	
				Total	÷ 3 =

Domain 4	Professional Responsibility	Score(divide above by 2=)
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Sheridan School District Quality Instruction Performance Summary

Teacher: _____ Date: _____

Standards of Quality Instruction: Proposed 80% of Summative Evaluation Score						
Final Domain Scores:		Does Not Meet Standard (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)	
Domain 1: The Learner and Learning						
Domain 2: Content						
Domain 3: Instructional Practice						
Domain 4: Professional Responsibility						
Standards of Instruction Overall Score	***	**	*	*	*	*
*Total the scores for each column ** Add the scores within this row and divide by 4 ***This should be the overall score for the Standards of Instruction.						
Student Learning & Growth: Proposed 20% of Summative Evaluation score						
Student Learning & Growth Outcomes:		Does Not Meet Standard (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)	
Category 1: State & National Measures						
Category 2: Common National, International, Regional, District-Developed Measures						
Category 3: Classroom-based or School-wide Measures						
Professional Growth Goal						
Student Learning & Growth Overall Score	***	**	*	*	*	*
*Total the scores for each column ** Add the scores within this row and divide by 4 ***This should be the overall score for the Standards of Instruction.						

Standards of Instruction	Final Score X .8	=
Student Learning & Growth	Final Score X.2	=
Evaluation Score	Total	

1. Significant Achievements:

2. Focus Areas for Growth and/or additional comments:

3. Evaluator recommendation:

Continuation of Employment

Termination of Employment

Other: _____

4. Teacher's response attached, if desired, as provided by law [ORS 342.850(6)]

5. The following attachments are a part of this report:

Teacher's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

*Educator's response may be attached.

Student Learning and Growth Outcomes

Student Learning & Growth: Proposed 20% of Summative Evaluation score				
<i>The student learning & growth is piloted for 2013-2014 school year and will not be calculated in the final summative evaluation score.</i>				
**Teachers must use State or National assessment data in Category 1 if they are in a tested subject area and grade level and choose at least 1 additional measure in Categories 2 or 3. Teachers in non-tested subjects and grades must choose at least 2 measures from Categories 1, 2 or 3 for the Student Learning & Growth component of their evaluation.				
Category 1 State & National Measures	Does Not Meet the Learning Objective (1)	Improvement Necessary in the Learning Objective* (2)	Effective Learning Objective (3)	Highly Effective Learning Objective (4)
State or National Standardized Assessment results for tested grade levels and subjects				
Learning Objective from Category 1:				
Category 2 Common National, International, Regional, District-Developed Measures: Examples include but are not limited to: Student performances, Portfolios, Products, Projects, Work Samples, Tests	Does Not Meet the Learning Objective (1)	Improvement Necessary in the Learning Objective* (2)	Effective Learning Objective (3)	Highly Effective Learning Objective (4)
Learning Objective from Category 2:				
Category 3 Classroom-based or School-wide measures Examples include but are not limited to: Student performances, portfolios, Products, Projects, Work Samples, Tests	Does Not Meet the Learning Objective (1)	Improvement Necessary in the Learning Objective* (2)	Effective Learning Objective (3)	Highly Effective Learning Objective (4)
Learning Objective from Category 3:				

* Improvement Necessary in the Learning Objective criteria will be developed collaboratively between teacher and assigned administrator.

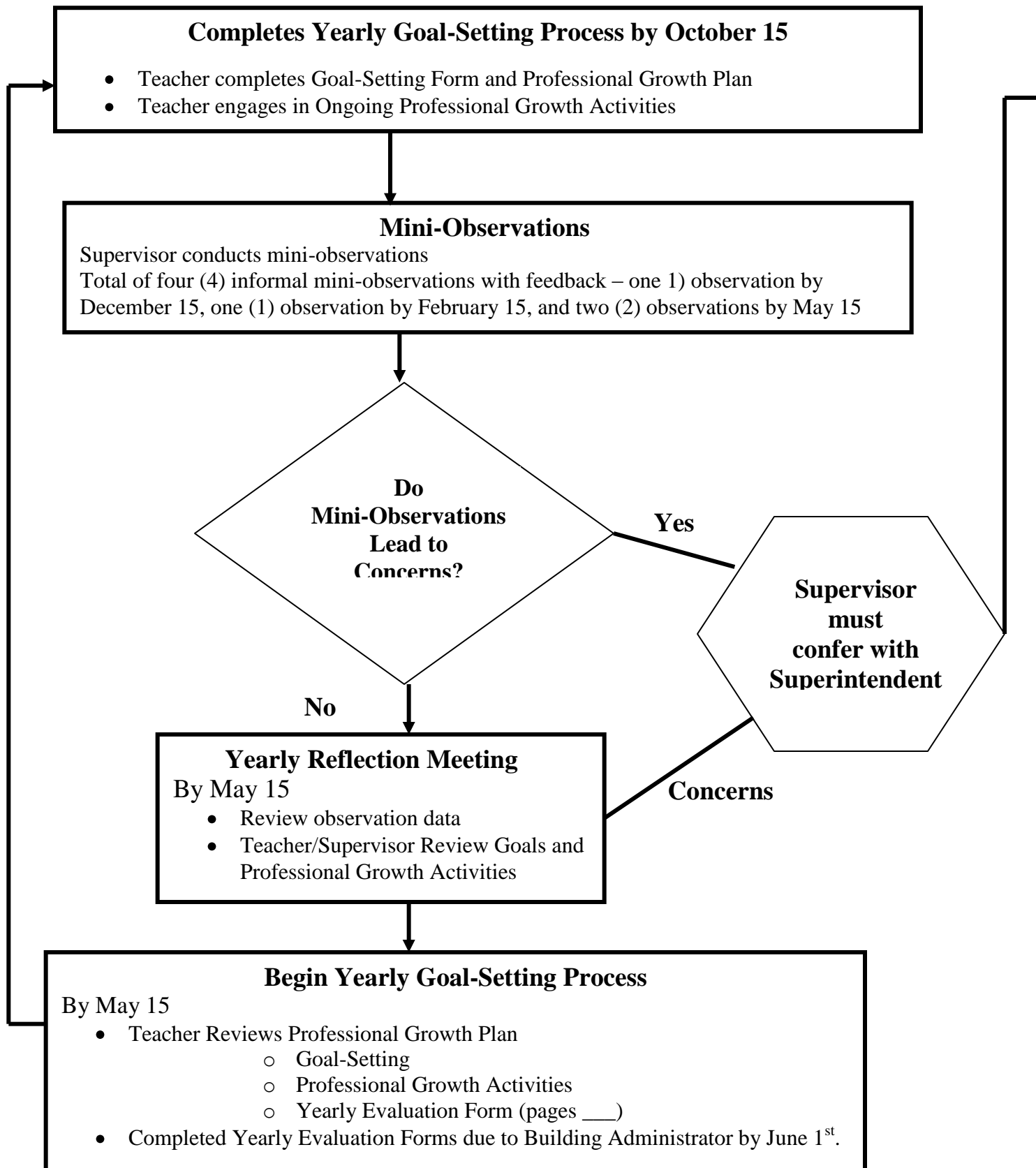
Timeline: Contract Educator (Tier Three)

A teacher reaches contract status after three years of successful teaching (providing the teacher is at or above .5 FTE) in the Sheridan School District. Professional Growth Plans for contract teachers are initiated and developed in collaboration with the principal and, in some cases, with other colleagues. The Professional Growth Plan for contract teachers is open to multiple options allowing the teacher to personalize his or her learning. The teacher and administrator will work together to develop this plan.

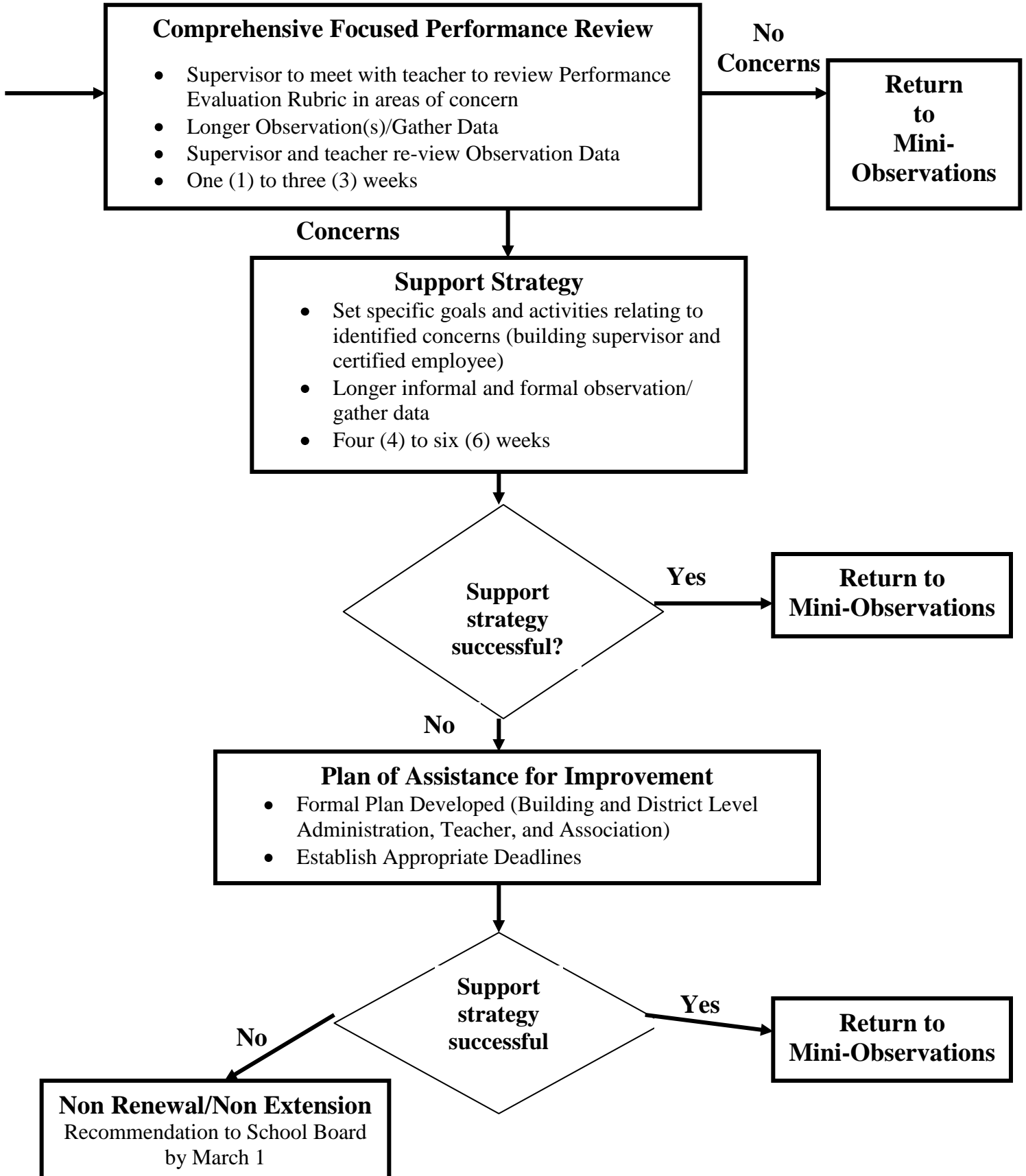
The teacher holds the primary responsibility for his or her professional learning. The teacher will collaborate with the administrator to design the plan, engage in learning, document the learning, and report progress. The teacher and administrator will share responsibility for meeting the stated timelines.

Year One Target Date	Contract Teachers
August – By September 15 th	Self-Evaluation using rubric
By October 15 of first year	Teacher and administrator confer to select performance goal(s) and to identify a Professional Growth Plan including a reflection on professional growth and a plan to earn PDUs.
September - January	Administrator conducts at least one formal lesson observation during the two year cycle. The formal observation includes a pre and post observation conference. The administrator gathers data and gives written feedback, and the administrator and teacher confer.
On-going	Administrator also will conduct informal observations in the contract teacher’s classroom each year.
Jan.-Feb. Mid- Year Review	Teacher and administrator confer regarding professional growth plan progress. Administrator makes recommendations to Superintendent for employment status.
March 1	Administrator submits recommendation and documentation of professional growth to the Superintendent.
Mid-March	School board takes action on employment recommendation.
May 15	If the teacher is on Administrator-Selected Goals, the teacher and administrator confer regarding professional growth plan progress. Evidence of direct consultation and/or multiple observation documentation will be reviewed and recorded. Decision will be made regarding the type of Professional Growth Plan for the following year.
Year Two Target Date	Contract Teachers
August By September 15 th	Self-Evaluation using rubric
By October 15	Teacher and administrator confer to review the teacher’s goals and reflections.
September - January	Administrator conducts at least one formal lesson observation during the two year cycle. The formal observation includes a pre and post observation conference. The administrator gathers data and gives written feedback, and the administrator and teacher confer.
On-going	Administrator also will conduct informal observations in the contract teacher’s classroom each year.
March 1	Administrator makes recommendation to Superintendent for employment status.
Mid-March	School board takes action on employment recommendation.
April—October	Teacher and administrator meet to discuss and identify Professional Growth Plan including reflection on professional growth.
June 1	Formal evaluation submitted to Superintendent.

Contract Educator:



Performance Evaluation Flowchart



Contract Educator: Evaluation Cycle

Overview: This two year cycle is available to eligible contract educators. This cycle includes two long term goals and two observations.

The purpose of the Contracted Educator Evaluation Cycle is to provide a structure through which educators may grow professionally, while receiving guidance from the administrator in targeted areas. The focus of the plan is based on the educator's performance relative to the standards and on the educator's reflection of professional growth needs.

Contracted Educator Evaluation Cycle enables educators and administrators to jointly establish plans which identify goals, implementation strategies, timelines, status checkpoints, resources and support. Building and district staff will be available to assist educators in developing their plans. There are two parts to Contracted Educator Evaluation Cycle:

- the targeted standards are improvement and
- self-selected professional growth goals.

Educators and administrators share responsibility for monitoring their goals and will meet with their administrator at least once per year to discuss the status of the goals and consider modifications and/or extensions as well as to reflect on growth experiences.

During an educator's Evaluation Cycle, an administrator may return individual educators to traditional supervision, if the educator's performances relating to the job description or the Standards of Professional Growth indicate the need.

Observations: Within the two-year cycle, a minimum two observations will occur. One observation will be a Level 3 Observation. The other observation may be a Level 1, 2, or 3.

Level 1: Mini-Observations

- Unannounced drop-in of at least 10 minutes.
- Written feedback in a timely manner

Level 2:

- Unannounced drop-in of at least 30 minutes or full lesson, whichever is greater
- Post-conference with written feedback in a timely manner
- Performance evaluation data is collected

Level 3: Formal Observation

- Schedule observation time initiated by educator or supervisor
- Pre-Observation Conference
- Educator informs evaluator of purpose of lesson
- Minimum length of 30 minutes or full lesson, whichever is greater
- Educator and evaluator select/design data collection from appropriate lesson
- Post-conference with a completed Post-Observation Summary Form, in a timely manner
- Performance evaluation data is collected

Goal Setting: At the beginning of the two year cycle, the educator will complete the Self-Reflection Worksheet identifying areas of strength and areas for growth to be shared with the supervisor. The supervisor will provide feedback to educators about their progress towards meeting the standards of professional practice. The feedback will be derived from past evaluations and the observation process. The supervisor will identify the performance standards that need additional growth and target goals using the indicators. The educator and supervisor will discuss activities, timelines, and methods for monitoring progress.

In collaboration with the supervisor, the educator will provide one goal written using the SMART Goal format based on the Oregon Framework for Teacher Evaluation and Support Systems Standards and which may originate from district, building, department, or grade level goals. When writing the goal, educators, educators are to use the data from the Self-Reflection Worksheet (required), the Contracted Evaluation Cycle for Professional Growth Form (required) and the “How to write a SMART Goal” instruction. Goals are to be submitted to the supervisor no later than October 15 in year one of the cycle. Educators on this cycle have the option to collaborate with their supervisor to change or modify the goal each year.

The Self-selected Goal for Professional Growth

As educators will self select a professional growth goal that will reflect a personal desire for improvement in an area of interest or need to support student learning. They will identify the process to be used and the product to be developed. The process used or product developed should match the goal(s) or primary area of focus and reflect specific a specific standard. Since the purpose of the plan is for inquiry, analysis and reflection, program development, or development of the profession, educators may wish to utilize one or more of the following approaches:

Workshops, Staff Developments	Mentoring
Reflective Journals	Seeking Mentoring
Collaborative Action Research	Peer Coaching
Action Research	Teacher Portfolio
Video and/or Audio Analysis	Professional Learning Community Involvement Projects

The decision about the approach an educator pursues in order to grow professionally and the component of the plan is mutually agreed upon by educator and administrator.

Each self-selected goal will improve the performance of the educator as a professional. Since each plan is based on the individual reflection of their current practice and supervisor feedback, the plans will look considerable different from each other. Although the plans will be quite different, the areas of focus or goal will fall within one of the standards of professional practice.

Monitoring the Plan

The Contracted Educator Cycle includes several checkpoints whereby educator, administrator, and/or colleagues discuss progress and provide support. If revisions are made, the revisions should be noted here. Administrators may ask for revisions if the plan is completed early or does not initially represent a two–year effort.

Educators will meet with their administrators periodically and at least once annually to summarize the outcome of the plan and discuss options. The administrator and the educator share responsibility for monitoring implementation and assessing progress. As the educator reflects upon personal growth, so should be administrator. These conferences must be noted on the *Status Checkpoint/Modification Log*.

Evaluation of Guided Evaluation Cycle

At the end of each year, the educator will complete the Summative Self-Reflection and the supervisor will complete the Supervisor Evaluation Summary. The educator completes the Summative Self-reflection component of the evaluation prior to the administrator completing the summary. Educators may include other documents or products identified in the plan to support the required written self-reflection. The administrator will submit a copy of the Post Conference Summary (2), the Contracted Educator Professional Growth Plan and The Supervisor Evaluation Summary for inclusion in the educator’s personnel file by June 15 at the end of each two-year cycle.

Contract Educator: Evaluation Cycle Self-Reflection Worksheet

Carefully reflect on your teaching performance in all four domains. Complete the Self-Assessment by using the Standards of Professional Practice in this document. **Bring this completed form to the goals conference with your administrator. Key: DN (1)—Does not meet Standard DP (2)—Developing Proficiency PR (3)—Proficient Relative E (4)—Exceeds**

Domain 1				The Learner and Learning	Comments	
DNM	DP	PR	E	Standard 1:		
1	2	3	4	Learner Development		
				1.1 Demonstrates an understanding of how children/adolescents learn and develop.		
				1.2 Designs and implements developmentally appropriate instruction.		
				Total		÷ 2
DNM	DP	PR	E	Standard 2:		
1	2	3	4	Learning Differences		
				2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs		
				2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.		
				Total		÷ 2
DNM	DP	PR	E	Standard 3:		
1	2	3	4	Learning Environments		
				3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.		
				3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.		
				3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.		
				Total	÷ 3	=

Domain 1				The Learner and Learning	Score(divide above by 3=)
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Domain 2				Content	Comments	
DNM	DP	PR	E	Standards 4:		
1	2	3	4	Content Knowledge		
				4.1 Maintains deep knowledge of content standards and learning professions in the discipline(s) and setting(s) s/he teaches.		
				4.2 Integrates culturally relevant content to build on learner's background knowledge.		
				4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.		
				Total	÷ 3	=

DNM	DP	PR	E	Standards 5:		
1	2	3	4	Application of Content		
				5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.		
				5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.		
				Total	÷ 2	=

Domain 2	Content	Score(divide above by 2=)
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Domain 3				Instructional Practice			Comments
DNM	DP	PR	E	Standard 6:			
1	2	3	4	Assessment			
				6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.			
				6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.			
				6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.			
				Total	÷ 3	=	
DNM	DP	PR	E	Standard 7:			
1	2	3	4	Planning for Instruction			
				7.1 Designs learning experiences aligned to curriculum standards and student needs.			
				7.2 Evaluates and adjusts plans based on student outcomes.			
				7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.			
				Total	÷ 3	=	
DNM	DP	PR	E	Standard 8:			
1	2	3	4	Instructional Strategies			
				8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)			
				8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.			
				8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.			
				8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners			

				articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.	
				8.5 Engages all learners in developing higher order thinking skills and meta-cognitive processes.	
				Total	÷ 5 =

Domain 3	Instructional Practice	Score(divide above by 3=)
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Domain 4				Professional Responsibility	Comments
DNM	DP	PR	E	Standard 9:	
1	2	3	4	Professional Learning & Ethical Practice	
				9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.	
				9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.	
				9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.	
				Total	÷ 3 =
DNM	DP	PR	E	Standard 10:	
1	2	3	4	Leadership and Collaboration	
				10.1 Takes an active role on the instructional team.	
				10.2 Works collaboratively with students and families to support and learner development and achievement.	
				10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.	
				Total	÷ 3 =

Domain 4	Professional Responsibility	Score(divide above by 2=)
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Areas meeting standards:

Areas in need of improvement:

Contract Educator: Evaluation Cycle (Goal Setting)

Student Growth & Professional Growth Plan

Teacher	
School	
Administrator	

Teachers must use State or National Assessment data in Category 1 if they are in a tested subject area and grade level and choose at least 1 additional measure in Categories 2 or 3. Teacher in non-tested subject areas and grades must choose at least 2 measures from Categories 1, 2 or 3.

Category 1: State & National Measures	State or National Standardized Assessment results for tested grade levels and subjects
Category 2: Common National, International, Regional, District-Developed Measures	Examples include but are no limited to: Student performances, portfolios, Products, Projects, Work Samples, Tests EASY CBM, Oral Reading Fluency (ORF), On Track Data-any grade, Explore, Accuplacer, ACT
Category 3: Classroom-based or School-wide Measures	Examples include but are not limited to: Student performances, Portfolios, Products, Projects, Work Samples, Tests

Goal-Setting Conference	Content <ul style="list-style-type: none"> The goal is being written around which grade/subject/level? 	
	Interval of Instruction <ul style="list-style-type: none"> What is the duration of the course or subject that the SLO will cover? 	
	Context <ul style="list-style-type: none"> What are the characteristics or special learning circumstances of my class(es)? 	
	Baseline Data <ul style="list-style-type: none"> What are the learning needs of my students? Attach supporting data. 	
	Student Growth Goal Statement <ul style="list-style-type: none"> Does my goal meet the SMART criteria? Identify if it is: Category 1, 2 or 3. 	
	Strategies for Improvement <ul style="list-style-type: none"> How will I help students attain this goal? Provide specific actions that will lead to goal attainment What Evidence will be collected? 	

Second Student Learning Goal	Content <ul style="list-style-type: none"> • The goal is being written around which grade/subject/level? 	
	Baseline Data <ul style="list-style-type: none"> • What are the learning needs of my students? • Attach supporting data. 	
	Student Growth Goal Statement <ul style="list-style-type: none"> • Does my goal meet the SMART criteria? • Identify if it is: Category 1, 2 or 3. 	
	Strategies for Improvement <ul style="list-style-type: none"> • How will I help students attain this goal? • Provide specific actions that will lead to goal attainment • What Evidence will be collected? • 	

Professional Goal-Setting Conference	Professional Growth goal: <ul style="list-style-type: none"> • What do I want to change about my instruction that will effectively impact student learning? • What is my personal learning necessary to make that change? • What are my measures or success? • What Evidence will be collected? 	
	Resources and Support: <ul style="list-style-type: none"> • What resources and support do I need to meet my Professional Growth Goal? 	

Mid-Year Review	Collaborative Mid-Year Goal Review			
	<ul style="list-style-type: none"> • What progress has been made? • Include a reflection on goals • Attach supporting data 			
	Strategy Modification			
	Teacher Signature:	Date:	Administrator Signature:	Date:

Summative	End-of-Year Data			
	<ul style="list-style-type: none"> • What does the end of the year data show? • Attach data 			
	Reflection on Results			
	<ul style="list-style-type: none"> • Overall, what worked, or what should be refined? 			
	Professional Growth Plan			
	<ul style="list-style-type: none"> • How can I use these results to support my professional growth? 			
	Teacher Signature:	Date:	Administrator Signature:	Date:

Sheridan School District 48J
Contracted Educator: Evaluation Cycle
Status Checkpoints/Modification Log
 (Use if Necessary)

Educators Name: _____

Date	Status / Change	Initials	
		Educator	Admin.

Contract Educator: Evaluation Cycle
SUMMATIVE SELF-REFLECTION
(Educator fills out and brings to end-of-year conference)

Educator _____ Assignment _____

School _____ School Year _____

1. Identify and describe your level of performance based on the rubrics for the Domains and Standards of Professional Practice.

Carefully reflect on your teaching performance in all four domains. Complete the Self-Reflection by using the Standards of Professional Practice in the Appendix of this document.

Bring this completed form to the goals conference with your administrator.

Key: DN (1)—Does not meet Standard DP (2)—Developing Proficiency PR (3)—Proficient Relative E (4)—Exceeds

Domain 1				The Learner and Learning	Comments		
DNM	DP	PR	E	Standard 1:			
1	2	3	4	Learner Development			
				1.1 Demonstrates an understanding of how children/adolescents learn and develop.			
				1.2 Designs and implements developmentally appropriate instruction.			
				Total		÷ 2	=
DNM	DP	PR	E	Standard 2:			
1	2	3	4	Learning Differences			
				2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs			
				2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.			
				Total	÷ 2		=
DNM	DP	PR	E	Standard 3:			
1	2	3	4	Learning Environments			
				3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.			
				3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.			
				3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.			
				Total		÷ 3	=

Domain 1	The Learner and Learning	Score(divide above by 3=)
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Domain 2				Content	Comments	
DNM	DP	PR	E	Standards 4:		
1	2	3	4	Content Knowledge		
				4.1 Maintains deep knowledge of content standards and learning professions in the discipline(s) and setting(s) s/he teachers.		
				4.2 Integrates culturally relevant content to build on learner's background knowledge.		
				4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.		
				Total	÷ 3	=
DNM	DP	PR	E	Standards 5:		
1	2	3	4	Application of Content		
				5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.		
				5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.		
				Total		÷ 2

Domain 2	Content	Score(divide above by 2=)
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Domain 3				Instructional Practice	Comments	
DNM	DP	PR	E	Standard 6:		
1	2	3	4	Assessment		
				6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.		
				6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.		
				6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.		
				Total	÷ 3	=
DNM	DP	PR	E	Standard 7:		
1	2	3	4	Planning for Instruction		
				7.1 Designs learning experiences aligned to curriculum standards and student needs.		
				7.2 Evaluates and adjusts plans based on student outcomes.		
				7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.		
				Total	÷ 3	=

DNM	DP	PR	E	Standard 8:		
1	2	3	4	Instructional Strategies		
				8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)		
				8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.		
				8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.		
				8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.		
				8.5 Engages all learners in developing higher order thinking skills and meta-cognitive processes.		
				Total	÷ 5	=

Domain 3	Instructional Practice	Score(divide above by 3=)
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Domain 4				Professional Responsibility	Comments
DNM	DP	PR	E	Standard 9:	
1	2	3	4	Professional Learning & Ethical Practice	
				9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.	
				9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.	
				9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.	
				Total	÷ 3 =
DNM	DP	PR	E	Standard 10:	
1	2	3	4	Leadership and Collaboration	
				10.1 Takes an active role on the instructional team.	
				10.2 Works collaboratively with students and families to support and learner development and achievement.	
				10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.	
				Total	÷ 3 =

Domain 4	Professional Responsibility	Score(divide above by 2=)
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2. What have you learned or re-learned from the observations and the professional development activities in which you have taken part this year?

3. Describe a standard in which you have demonstrated substantial competence.

4. Based on the analysis of your performance, what goals will you be focusing on as you move toward with your professional growth, or what new goals do you anticipate including in your professional goals for next year?

5. Describe how you have supported the school's improvement plan.

6. List the professional development activities in which you participated during the year.

Educator Signature: _____ Date: _____

Administrator: _____ Date: _____

Contract Educator: Evaluation Cycle
Pre-Observation Reflection
(Teacher fills out and brings to pre-observation conference)
_____ School Year

***Please attach a lesson plan for the time you will be observed.**

Teacher _____ School _____ Assignment _____
Observer _____ Pre-Conference Date/Time _____
Observation Date/Time _____ Post-Conference Date/Time _____
Contract Status _____

1. What is your instructional objective(s)? What do you want your students to know and do as a result of your instruction?
2. Explain how this helps to meet district power standards. What standards does it meet?
3. Briefly describe instructional activities and materials that you plan to use. How will the curriculum be taught?
4. How will you provide differentiated instruction to meet the range of needs of your students (developmental and ability levels)?
5. Describe assessment procedures that will be used. How will you know that your students have met the objectives of the lesson?
Observation objectives (something specific that you would like the observer to focus on):

6. Explain the difficulties students typically experience in this area and how you plan to accommodate for the special needs of your students/diverse population in your class.

b. How do you plan to anticipate those difficulties, enabling your students to persist with the work?

7. State the Standard(s) that your lesson will address.

b. Relate to other content areas

8. Explain how you plan to assess student achievement of the goals. (Test, performance task, scoring guides.)

a. What procedures will you use?

b. What products will the students produce?

9. Explain anything else the observer should know about your class or your classroom procedures.

Sheridan School District
Contract Educator: Post-Observation Summary Form
Required for Formal and Informal Observation

Educator: _____ Subject: _____ Grade(s): _____

Administrator: _____ Date/Time: _____

The purpose of the observation is to assess educator's professional standards

<p>Domain 3: Instructional Practice</p> <p><input type="checkbox"/> 6.1 Designs and selects assessments that match learning objectives</p> <p><input type="checkbox"/> 6.3 Engages Learners</p> <p><input type="checkbox"/> 7.2 Evaluates and adjusts plans based on student outcomes</p> <p><input type="checkbox"/> 8.3 Uses a variety of instructional strategies</p> <p><input type="checkbox"/> 8.5 Engages all learners</p>	<p>Commendations:</p> <p>Recommendations:</p>
<p>Domain 1: The Learner and Learning:</p> <p><input type="checkbox"/> 1.2 Designs and implements appropriate instruction.</p> <p><input type="checkbox"/> 2.1 Incorporates tools to support academic language proficiency.</p> <p><input type="checkbox"/> 3.1 Manages classroom procedures</p> <p><input type="checkbox"/> 3.2 Communicates with students</p> <p><input type="checkbox"/> 3.3 Establishes a safe and productive learning environment</p>	<p>Commendations:</p> <p>Recommendations:</p>

Domains 2 and 4 may be identified from the observation:

Educator comments (Optional):

 Educator Signature Date

 Administrator Signature Date

Teacher (original)

Sheridan School District 48J
Supervisor Evaluation Summative

Educator: _____ Grade/Subject Area: _____

Supervisor: _____ School Year: _____

Educator Status: Probationary 1 ___ 2 ___ 3 ___ Temporary ___ Contract Status ___

As appropriate: Formal Observations Dates _____

Informal Observations Dates _____

Date of Goal Conference _____ Date of Final Conference _____

Carefully reflect on your teaching performance in all four standards. Complete the Self-Assessment by using the Standards of Professional Practice in this document. Prepare to discuss your performance in all standards during the goals conference with your administrator.

Key: DN (1)—Does not meet Standard DP (2)—Developing Proficiency PR (3)—Proficient Relative E (4)—Exceeds

Domain 1				The Learner and Learning	Comments
DNM	DP	PR	E	Standard 1:	
1	2	3	4	Learner Development	
				1.1 Demonstrates an understanding of how children/adolescents learn and develop.	
				1.2 Designs and implements developmentally appropriate instruction.	
				Total	÷ 2 =
DNM	DP	PR	E	Standard 2:	
1	2	3	4	Learning Differences	
				2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs	
				2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.	
				Total	÷ 2 =
DNM	DP	PR	E	Standard 3:	
1	2	3	4	Learning Environments	
				3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.	
				3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.	
				3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.	
				Total	÷ 3 =

Domain 1	The Learner and Learning	Score(divide above by 3=)
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Domain 2				Content	Comments
DNM	DP	PR	E	Standards 4:	
1	2	3	4	Content Knowledge	
				4.1 Maintains deep knowledge of content standards and learning professions in the discipline(s) and setting(s) s/he teachers.	
				4.2 Integrates culturally relevant content to build on learner's background knowledge.	
				4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.	
				Total	÷ 3 =
DNM	DP	PR	E	Standards 5:	
1	2	3	4	Application of Content	
				5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.	
				5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.	
				Total	÷ 2 =

Domain 2	Content	Score(divide above by 2=)
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Domain 3				Instructional Practice	Comments
DNM	DP	PR	E	Standard 6:	
1	2	3	4	Assessment	
				6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.	
				6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.	
				6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.	
				Total	÷ 3 =
DNM	DP	PR	E	Standard 7:	
1	2	3	4	Planning for Instruction	
				7.1 Designs learning experiences aligned to curriculum standards and student needs.	
				7.2 Evaluates and adjusts plans based on student outcomes.	
				7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.	
				Total	÷ 3 =

DNM	DP	PR	E	Standard 8:		
1	2	3	4	Instructional Strategies		
				8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)		
				8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.		
				8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.		
				8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.		
				8.5 Engages all learners in developing higher order thinking skills and meta-cognitive processes.		
				Total	÷ 5	=

Domain 3	Instructional Practice	Score(divide above by 3=)
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Domain 4				Professional Responsibility	Comments
DNM	DP	PR	E	Standard 9:	
1	2	3	4	Professional Learning & Ethical Practice	
				9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.	
				9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.	
				9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.	
				Total	÷ 3 =
DNM	DP	PR	E	Standard 10:	
1	2	3	4	Leadership and Collaboration	
				10.1 Takes an active role on the instructional team.	
				10.2 Works collaboratively with students and families to support and learner development and achievement.	
				10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.	
				Total	÷ 3 =

Domain 4	Professional Responsibility	Score(divide above by 2=)
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Sheridan School District Quality Instruction Performance Summary

Teacher: _____ Date: _____

Standards of Quality Instruction: Proposed 80% of Summative Evaluation Score						
Final Domain Scores:		Does Not Meet Standard (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)	
Domain 1: The Learner and Learning						
Domain 2: Content						
Domain 3: Instructional Practice						
Domain 4: Professional Responsibility						
Standards of Instruction Overall Score	***	**	*	*	*	*
*Total the scores for each column ** Add the scores within this row and divide by 4 ***This should be the overall score for the Standards of Instruction.						
Student Learning & Growth: Proposed 20% of Summative Evaluation score						
Student Learning & Growth Outcomes:		Does Not Meet Standard (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)	
Category 1: State & National Measures						
Category 2: Common National, International, Regional, District-Developed Measures						
Category 3: Classroom-based or School-wide Measures						
Professional Growth Goal						
Student Learning & Growth Overall Score	***	**	*	*	*	*
*Total the scores for each column ** Add the scores within this row and divide by 4 ***This should be the overall score for the Standards of Instruction.						

Standards of Instruction	Final Score X .8	=
Student Learning & Growth	Final Score X.2	=
Evaluation Score	Total	

1. Significant Achievements:

2. Focus Areas for Growth and/or additional comments:

3. Evaluator recommendation:

Continuation of Employment

Termination of Employment

Other: _____

4. Teacher's response attached, if desired, as provided by law [ORS 342.850(6)]

5. The following attachments are a part of this report:

Teacher's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

*Educator's response may be attached.

Student Learning and Growth Outcomes

Student Learning & Growth: Proposed 20% of Summative Evaluation score				
<i>The student learning & growth is piloted for 2013-2014 school year and will not be calculated in the final summative evaluation score.</i>				
**Teachers must use State or National assessment data in Category 1 if they are in a tested subject area and grade level and choose at least 1 additional measure in Categories 2 or 3. Teachers in non-tested subjects and grades must choose at least 2 measures from Categories 1, 2 or 3 for the Student Learning & Growth component of their evaluation.				
Category 1 State & National Measures State or National Standardized Assessment results for tested grade levels and subjects	Does Not Meet the Learning Objective (1)	Improvement Necessary in the Learning Objective* (2)	Effective Learning Objective (3)	Highly Effective Learning Objective (4)
Learning Objective from Category 1:				
Category 2 Common National, International, Regional, District-Developed Measures: Examples include but are not limited to: Student performances, Portfolios, Products, Projects, Work Samples, Tests	Does Not Meet the Learning Objective (1)	Improvement Necessary in the Learning Objective* (2)	Effective Learning Objective (3)	Highly Effective Learning Objective (4)
Learning Objective from Category 2:				
Category 3 Classroom-based or School-wide measures Examples include but are not limited to: Student performances, portfolios, Products, Projects, Work Samples, Tests	Does Not Meet the Learning Objective (1)	Improvement Necessary in the Learning Objective* (2)	Effective Learning Objective (3)	Highly Effective Learning Objective (4)
Learning Objective from Category 3:				

*** Improvement Necessary in the Learning Objective criteria will be developed collaboratively between teacher and assigned administrator.**