

Canby School District Handbook for Professional Growth



Revised, August 2011

Committee:

Andy Barr, *Canby High School*
Tony Crawford, *Baker Prairie Middle School*
Traci Hall, *Ninety-One School*
Joe Minson, *Canby High School*
Tim Oberg, *Central Services*
Skyler Rudolph, *Ninety-One School*
Jennifer Turner, *Baker Prairie Middle School*
Maureen Callahan, *Central Services*

Canby School District Handbook for Professional Growth

Table of Contents	Page Number
Introduction	4
Responsibilities for Implementation	4
Professional Growth for Contract Teachers	5
Professional Growth for Probationary Teachers	6
Timelines – Contract Teachers	7
Timelines – Probationary Teachers	8
The Annual Goals Statement – using SMART Goals	9
The Professional Growth Schemata	12
Guided Plans and Programs of Assistance	13
Classroom Teacher Performance Standards and Indicators	13
Domains of Teaching, from <i>A Framework for Teaching</i>	14
Implementation of the Contract Teacher Plan (CTP)	22
STRATEGIES, APPROACHES, METHODS:	
Providing or Seeking Mentoring	23
Collaborative Action Research	24
Reflective Journal	25
Peer Coaching	26
Study Group/ Independent Study	27
Teacher Portfolio	28
Projects	29
Videotape / Audiotape Analysis	30
Formal Observation / Conference	31
National Board Certification	32
Implementation of Probationary Teacher Plan (PTP)	33
Forms	
Form A: Annual Statement of Goals	34
Form B: Professional Activities Log	35
Form C: Pre-Observation Form (Formal)	36
Form D: Post Observation Self-Reflection	37
Form E: Midyear/Final Evaluation Form	38
Form F: Final Reflection	39
Form G: Recommendation for Continued Employment	40
Appendices	
Appendix A: Professional Development Units	41
Appendix B: Oregon Licensure Requirements	42
Appendix C: Optional Sample Observation Tools	43

Purpose

The purpose of this August 2011 revision is to offer an explanation of the goal setting and evaluation process, and to provide a guide for teachers and administrators to follow. Each page or section that has been revised or modified is indicated with the following label:

August 2011 Revised Section

Updates and revisions in this supplement allow the Canby School District to be in compliance with Oregon Revised Statute 342.850. This statute states:

342.850 Teacher evaluation; personnel file content; rules.

(1) The district superintendent of every school district, including superintendents of education service districts, shall cause to have made at least annually but with multiple observations an evaluation of performance for each probationary teacher employed by the district. The purpose of the evaluation is to aid the teacher in making continuing professional growth and to determine the teacher's performance of the teaching responsibilities. Evaluations shall be based upon at least two observations and other relevant information developed by the district.

(2)(a) The district school board shall develop an evaluation process in consultation with school administrators and with teachers. If the district's teachers are represented by a local bargaining organization, the board shall consult with teachers belonging to and appointed by the local bargaining organization in the consultation required by this paragraph.

(b) The district school board shall implement the evaluation process that includes:

(A) The establishment of job descriptions and performance standards which include but are not limited to items included in the job description;

(B) A pre-evaluation interview, which includes but is not limited to the establishment of performance goals for the teacher, based on the job description and performance standards;

(C) An evaluation based on written criteria which include the performance goals;

(D) A post-evaluation interview in which:

(i) The results of the evaluation are discussed with the teacher; and

(ii) A written program of assistance for improvement is established, if one is needed to remedy any deficiency specified in ORS 342.865 (1)(a), (d), (g) or (h); and

(E) The utilization of peer assistance whenever practicable and reasonable to aid teachers to better meet the needs of students. Peer assistance shall be voluntary and subject to the terms of any applicable collective bargaining agreement. No witness or document related to the peer assistance or the record of peer assistance shall be admissible in any proceeding before the Fair Dismissal Appeals Board, or in a probationary teacher nonrenewal hearing before a school board under ORS 342.835, without the mutual consent of the district and the teacher provided with peer assistance.

(c) Nothing in this subsection is intended to prohibit a district from consulting with any other individuals.

(3) Except in those districts having an average daily membership, as defined in ORS 327.006, of fewer than 200 students, the person or persons making the evaluations must hold teaching licenses. The evaluation shall be signed by the school official who supervises the teacher and by the teacher. A copy of the evaluation shall be delivered to the teacher.

(4) The evaluation reports shall be maintained in the personnel files of the district.

(5) The evaluation report shall be placed in the teacher's personnel file only after reasonable notice to the teacher.

(6) A teacher may make a written statement relating to any evaluation, reprimand, charge, action or any matter placed in the teacher's personnel file and such teacher's statement shall be placed in the personnel file.

(7) All charges resulting in disciplinary action shall be considered a permanent part of a teacher's personnel file and shall not be removed for any reason. A teacher shall have the right to attach the teacher's response, or other relevant documents, to any document included under this subsection.

(8) The personnel file shall be open for inspection by the teacher, the teacher's designees and the district school board and its designees. District school boards shall adopt rules governing access to personnel files, including rules specifying whom school officials may designate to inspect personnel files.

(9) A program of assistance for improvement or evaluation procedure shall not be technically construed, and no alleged error or unfairness in a program of assistance for improvement shall cause the overturning of a dismissal, nonextension of contract, nonrenewal of contract or other disciplinary action unless the contract teacher suffered a substantial and prejudicial impairment in the teacher's ability to comply with school district standards. [1971 c.570 §5; 1973 c.298 §3; 1973 c.458 §1; 1977 c.881 §3; 1979 c.598 §1; 1979 c.668 §2a; 1987 c.663 §1; 1989 c.491 §29; 1997 c.864 §9]

Professional Growth Goals and Professional Teaching Standards

“What’s the difference?”

All teachers, probationary and contact status confer with their direct supervisor prior to October 15 and write a professional growth goal(s) using form A from this Handbook for Professional Growth.

On Form A each teacher indicates two important items:

“Methods/Strategies/Approach” is chosen for documenting progress on the professional growth goal(s). A detailed explanation of these methods is listed in this Handbook for Professional Growth.

“Professional Standard” is chosen for identifying which professional teaching standard(s) (we have adopted Charlotte Danielson’s four domains) the professional growth goal(s) is most closely tied to.

While professional growth goals are tied to professional teaching standards (Danielson’s four domains), teachers are not evaluated on them. Professional growth goal progress culminates in a final reflection using form F found in this Handbook for Professional Growth. Professional growth goal reflections occur once a year. Final reflection form F is due to each teacher’s direct supervisor by June 1.

Teacher performance is evaluated against professional teaching standards. The Oregon Revised Statute refers to these professional teaching standards as performance goals.

In compliance with ORS 342.850 2C, “An evaluation (will be) based on written criteria which include the performance goals.”

Every teacher in the Canby School District will receive a summative evaluation every year by March 1. Supervisors will use Teacher Evaluation Form E found in this Handbook for Professional Growth.

Probationary teachers will have formal observations including pre and post observation meetings with their supervisors. Forms C and D found in this Handbook for Professional Growth will be used in the formal observation process.

Contract status teachers may receive performance input and support throughout the year through oral feedback, written feedback, or other data collected and shared by their supervisor. Formal observations are not required for contract status teachers but may be initiated by the teacher or administrator. If a teacher should be placed on a guided plan or a plan of assistance for improvement, formal observations will be part of this process.

Signed copies of professional growth goals, final reflections, and teacher evaluations are all placed in the teacher’s personnel file by June 30 each year.

Introduction

Professional educators in the Canby School District are committed to a process of professional growth and continual improvement for all licensed staff. This improvement is guided by four priorities established by the Canby School District Board of Directors. These are:

- ◆ Increase Student Achievement for all learners.
- ◆ Develop a K-12 Culture to Promote Student, Parent, and Staff Success.
- ◆ Enhance Positive School-Community Relations.
- ◆ Ensure Effective Use of Resources.

Over the last decade our processes have changed from primarily a clinical supervision model to a professional growth and learning model. This new model recognizes that teaching is a profession and that professionals are actively engaged in improving understanding of the practice of teaching.

All teachers will develop Annual Goals aligned with the board priorities and connected to the established Performance Standards that are delineated in *A Framework for Teaching*, by Charlotte Danielson. Multiple copies of *A Framework for Teaching* are available at each school and the District Office. All teachers will identify evidence that they will collect to determine student achievement as a part of their professional growth plan.

This *Canby School District Handbook for Professional Growth* explains the teacher evaluation process, reviews district priorities and performance standards, and establishes the plan to continually improve quality teaching and learning. Among the multiple outcomes of this handbook are these:

- To contribute to systematic improvement of instruction;
- To honor high standards of professional performance;
- To support instructional improvement with assistance and guidance;
- To provide fair and dignified procedures when improvement has not occurred and the process results in resignation or non-renewal;
- To comply with state statutes and contractual agreements on evaluation and fair dismissal.

Responsibilities for Implementation

The Canby School District Handbook for Professional Growth is designed to engage teachers and administrators in a continuous and collaborative process to improve the professional practice of teaching and learning. This handbook is built on the following assumptions:

- A strong common agreement on the procedures for professional growth and evaluation is beneficial to students, staff, and administration.
- The school board, our professional educators, the Canby Education Association, and the teacher evaluation review committee all play a part in ensuring that the previous assumption is realized.

1. Staff

During the first month of school, all teachers will receive a copy (either paper or electronic) of the *Canby School District Handbook for Professional Growth*. Staff members will review the handbook at a staff meeting on professional growth and will participate fully in the professional growth process according to the stated timelines.

2. Teacher Association

The Canby Education Association will assume the primary responsibility for informing staff of the specific contract language regarding professional growth. It will inform staff members of their rights and responsibilities and be available through its representatives to answer questions. The association may request that a committee of administrators and association-selected teachers review, and if necessary, recommend revisions to the handbook.

3. Administrators

Prior to October 15, Administrators will review the professional development handbook with staff and will work with teachers to establish goals.

4. District Administrators

The district administrative staff will provide funds and materials to produce, print, and distribute the *Canby School District Handbook for Professional Growth* each year. The district administration will provide the opportunity each year if requested for a committee of administrators and association-selected teachers to review, and if necessary, recommend revisions to the handbook. In general, returning teachers will access the *Handbook* electronically.

5. School Board

The School Board will adopt and monitor the professional growth program with the goal of improving instructional effectiveness of the staff and promoting high expectations for student achievement.

Professional Growth for Contract Teachers

A teacher has *Contract* status after three years of successful teaching in the Canby School District. Contract Teacher Plans (CTPs) are developed in collaboration with the principal and can include other colleagues. The CTP is open to multiple options allowing the teacher to personalize his or her learning. The teacher and administrator will collaborate to develop a multi-year professional growth plan that becomes a continuous process for improvement. The Board and/or administration may require one or more goals for all staff or for all staff within a school.

At the conclusion of their probationary period, new *Contract* teachers will meet with administrators to discuss the framework of the CTP.

Because the work of teachers and students in the classroom is so important, administrators will continue to conduct informal classroom visits and provide teachers with written feedback using a variety of tools. Some examples of the kinds of observation tools that administrators might use can be found in Appendix C of this packet.

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.

Professional Growth for Probationary Teachers

A teacher has probationary status during the first three years in the Canby School District. Probationary Teacher Plans (PTPs) during those three years are carried out within a close collaborative partnership between the teacher and the administrator. Regular formal observation is a key element to all PTPs. The Board and/or administration may require one or more goals for all staff or for all staff within a school.

As with the Contract teacher, the Probationary 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.

Contract Teacher Timeline:

<u>Date</u>	<u>Action</u>	<u>Form to be Used</u>
By October 15:	<p>Teacher and Administrator will confer.</p> <p>Teacher and Administrator will identify and develop professional growth goal(s).</p>	<p><u>Form A</u> (annual statement of goals completed by teacher)</p>
By March 1:	<p>Teacher and Administrator will confer.</p> <p>Administrator will have completed the Year-End Evaluation.</p> <p>Administrator will notify teacher of the Administrator’s employment recommendation to the Board.</p>	<p><u>Form E</u> (Summative Evaluation completed by administrator)</p> <p><u>Form G</u> (Recommendation to continue employment completed by administrator)</p>
By March 15:	<p>Board takes action on teacher’s employment. Soon thereafter, District notifies teacher of this action.</p> <p>Contract teachers who are non-extend will be placed on a guided plan until June 1.</p>	
By June 1:	<p>Non-renewed teachers on guided plan are reviewed and Board takes action on teacher’s employment. Teachers who continue to be non-renewed will begin the following school year on a plan of assistance for improvement.</p> <p>Teachers will provide their supervisor a final reflection on his/her professional growth goal(s).</p>	<p><u>Form F</u> (Final reflection completed by the teacher)</p>

Probationary Teacher Timeline:

<u>Date</u>	<u>Action</u>	<u>Form to be Used</u>
By October 15:	Teacher and Administrator will confer. Teacher and Administrator will identify and develop professional growth goal(s).	<u>Form A</u> (annual statement of goals completed by teacher)
By December 1:	Teacher and Administrator will confer. At least one Formal Observation (full cycle) will have been completed. At least on Informal Observation will have been completed.	<u>Form C and D</u> (pre and post observation forms completed by teacher)
By February 15:	At least one additional Formal Observation will have been completed.	<u>Form C and D</u> (pre and post observation forms completed by teacher)
By March 1:	Teacher and Administrator will confer. Administrator will have completed the Year-End Evaluation. Administrator will notify teacher of the Administrator's employment recommendation to the Board.	<u>Form E</u> (Summative eval completed by administrator) <u>Form G</u> (Recommendation to continue employment completed by administrator)
By March 15:	Board takes action on teacher's employment. Soon thereafter, District notifies teacher of this action.	
By June 1:	Teachers will provide their supervisor a final reflection on his/her professional growth goal(s).	<u>Form F</u> (Final reflection completed by the teacher)

The Annual Goals Statement – using SMART Goals.

SMART Goals are **Specific, Measurable, Attainable, Relevant, and Timely**. Goals should be straightforward and emphasize what you want to happen. Specifics help us to focus our efforts and clearly define what we are going to do.

In the Canby School District, SMART Goals are defined and classified as one of the following:

PROCESS GOAL	Focuses on the implementation of a program, curriculum, or instructional strategy
STUDENT RESULT GOAL	Provides measurable and quantitative feedback on how students are learning

What are **SMART** Goals?

S = Specific

The Goal states exactly what is to be accomplished.

M = Measurable

The Goal can be objectively assessed. Choose a goal with measurable progress, so you can see the change occur. How will you see when you reach your goal? Be specific. A Student Result Goal specifically states the expectation numerically in percents or quantities.

A= Attainable

The Goal can be accomplished in the amount of time provided, given the resources available. Goals you set which are too far out of your reach, you probably won't commit to doing. However, the goal must also *challenge* the teacher, organization, or group of students. A goal needs to stretch you enough that you feel you can do it but that it will also need a real commitment from you.

R = Relevant

The Goal is an important goal that is essential for success in improving one's professional practice (Process Goal) or student achievement (Student Result Goal).

T = Timely

The Goal clearly addresses how long, how often, at specific times, and other issues of time. Putting an end point on your goal gives you a clear target towards which to work.

Examples of goals that meet the SMART format:

Process Goal:

CLASSROOM TEACHER EXAMPLES:

By June 2010, I will complete the necessary coursework to attain my ESOL Endorsement. *By June 2009*, at least three new instructional strategies will be evident in my classroom and a connection made to the academic growth of my students.

By June 2009, I will incorporate three to five new instructional strategies learned at the following workshops (*list them*) in my teaching. I will demonstrate results in student improvement in writing, specifically in revision and editing.

By June 2009, I will implement at least three new strategies and five new lessons designed to increase students' fluency and comprehension. 100% of my students will graph their fluency assessment data throughout the year.

LEADERSHIP (teacher leaders or administrators) EXAMPLES:

By Oct. 23rd, I will have given individual teams data on their "Kid Talk" students to help them determine interventions for the next 6-8 weeks and provide a mechanism to document interventions.

By November 1, 2008 all four professional learning teams will develop common agreements describing how they do their work and interact during their collaborative time.

By November 27, 2008, every Collaborative Team in our school will have analyzed data from their first set of SMART goals and report out trends and instructional practices that will be used to meet the needs of students who did not meet the goal.

Student Result Goal:

By November 5, 80% of students will write one telling sentence, one questioning sentence and one "exclamatory" sentence, using correct capitalization in the beginning and correct punctuation at the ending.

By May 10, all 5th grade students will either score a "four" or improve by one point from our last writing assessment in both Ideas & Content and Organization.

By our May meeting, 80% of our third graders will score a 4 in organization, specifically showing multiple paragraphs in a story.

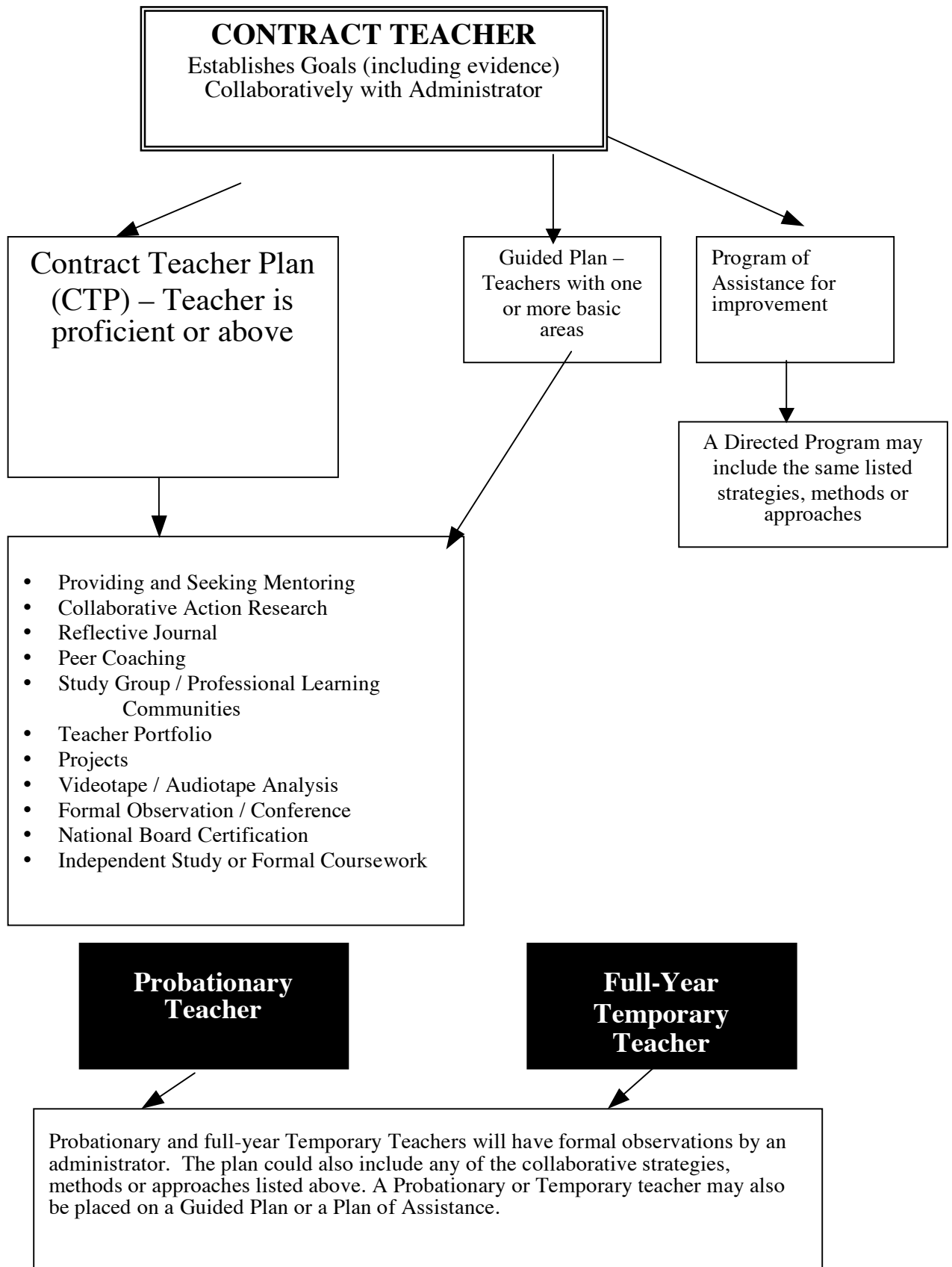
By April, 85% of students will show a gain in being able to identify a subject and a verb in a clause in a variety of sentences/levels of difficulty given a sample of text.

By April 25th, all science students will demonstrate a proficiency in metrics by scoring at least an 80% on a given metric assessment OR demonstrate a 20% gain in improvement.

By March 15th 80% of students will show proficiency (80% or higher) in quadratics by successfully completing assessment items beyond the first level of difficulty, based on the following Learning Targets:

- A. Factor and solve a quadratic function.
- B. Multiplying polynomials (i.e. $x(2x - 3)$ or $(x + 3)(3x - 2)$).
- C. Graph a quadratic function.
- D. Solve application problems involving quadratics.

The Professional Growth Schemata



Guided Plan

If additional growth is needed in one or two areas of performance standards, an administrator may require a teacher to be on a Guided Plan. This means that with direct consultation from an administrator, a teacher will work to improve specific skills (such as classroom management). The Guided Plan will include specific goals and outcomes in the deficient areas and will involve multiple observations by an administrator with pre- and post-observation conferences. The length of the Guided Plan shall not exceed one year. The administrator will confer with the teacher prior to the end of the year to determine whether he/she moves to a Contract Teacher Plan (CTP)/Probationary Teacher Plan (PTP) or moves to a Program of Assistance for Improvement.

The Guided Plan may include one or more of the approaches described in this handbook.

Program of Assistance For Improvement

A teacher may be recommended by the administrator for a Program of Assistance for Improvement. An administrator initiates the Program of Assistance for Improvement in consultation with the superintendent. The administrator calls for a Program of Assistance for Improvement based on evidence that a teacher is performing at an unsatisfactory level on the district professional standards as outlined in this handbook.

The Program of Assistance for Improvement recognizes one or more areas where the teacher's demonstrated performance is below an acceptable standard. The Program of Assistance for Improvement defines the specific standard(s) that must be met and outlines a detailed plan of support to help the teacher meet the standard(s). The Program of Assistance for Improvement includes a commitment of time and effort by the teacher and time and resources from the district. The Program of Assistance for Improvement includes a specific timeline along which the teacher will progress and a specific completion date. The Program of Assistance for Improvement is successfully completed when the teacher consistently demonstrates above basic level performance in all areas noted in the plan.

Classroom Teacher Performance Standards and Indicators from Charlotte Danielson's *A Framework for Teaching*

As stated above, the Canby School District Board Priorities are as follows:

- ◆ Increase Student Achievement for all learners.
- ◆ Develop a K-12 Culture to Promote Student, Parent, and Staff Success.
- ◆ Enhance Positive School-Community Relations.
- ◆ Ensure Effective Use of Resources.

Based on these district priorities and research on teaching and learning, the district has recognized *The Framework for Teaching* by Charlotte Danielson as a method of describing the complex activity of teaching and the professional standards associated with classroom instruction including specialist instruction.

The intent of using the Framework is to serve as a reference for experienced and inexperienced teachers, counselors, other licensed personnel, and administrators. The goal is to use the framework as a common language for describing teaching and for achieving and maintaining instructional excellence.

Using a collaborative process, contract educators on a CTP will establish annual or multi-year professional growth goals aligned with the board priorities. The Board and/or administration may also require one or more goals for all staff or for all staff within a school. They will then select one of the approaches or processes described in this document to collect evidence of their growth as well as growth in student learning in that domain. Because goals may be addressed for two or three years, the collaborative process will become a cycle of continuous improvement for contract teachers.

Probationary teachers will establish annual PTPs at the onset of each probationary year.

Domains of Teaching Responsibility, from *A Framework for Teaching*

DOMAIN 1: Planning and Preparation includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessments its components are:

- Component 1a: Demonstrating Knowledge of Content and Pedagogy
- Component 1b: Demonstrating Knowledge of Students
- Component 1c: Selecting Instructional Goals
- Component 1d: Demonstrating Knowledge of Resources
- Component 1e: Designing Coherent Instruction
- Component 1f: Assessing Student Learning

DOMAIN 2: The Classroom Environment addresses the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment. Its components are:

- Component 2a: Creating an Environment of Respect and Rapport
- Component 2b: Establishing a Culture for Learning
- Component 2c: Managing Classroom Procedures
- Component 2d: Managing Student Behavior
- Component 2e: Organizing Physical Space

DOMAIN 3: **Instruction** is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn.

Its components are:

Component 3a: Communicating Clearly and Accurately

Component 3b: Using Questioning and Discussion Techniques

Component 3c: Engaging Students in Learning

Component 3d: Providing Feedback to Students

Component 3e: Demonstrating Flexibility and Responsiveness

DOMAIN 4: **Professional Responsibilities** addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development and contributing to the school and district environment. Its components are:

Component 4a: Reflecting on Teaching

Component 4b: Maintaining Accurate Records

Component 4c: Communicating with Families

Component 4d: Contributing to the School and District

Component 4e: Growing and Developing Professionally

Component 4f: Showing Professionalism

Framework for Teaching

August 2011 Revised Section

An Overview

By: Charlotte Danielson

Domain 1: Planning and Preparation

Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of the instructional design—learning activities, materials, and strategies—must be appropriate to both the content and the students, and aligned with larger instructional goals. In their content and process, assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.

Domain 2: The Classroom Environment Preparation

Teachers establish a comfortable and respectful classroom environment that cultivates a culture for learning and creates a safe place for risk taking. The atmosphere is businesslike, with noninstructional routines and procedures handled efficiently; student behavior is cooperative and nondisruptive; and the physical environment is supportive of the stated instructional purposes. Students feel safe with these teachers and know that they can count on the teachers to be fair and, when necessary, compassionate. Students also notice the subtle messages they receive from teachers as to their capabilities; they don't want their teachers to be “easy.” Instead, they want their teachers to push them while conveying confidence that they know the students are up to the challenge. Students are also sensitive to teachers' own attitudes toward their subjects and their teaching; they are motivated by teachers who care about what they are doing, who love their subjects, and who put their heart into their teaching. Teachers who excel in Domain 2 create an atmosphere of excitement about the importance of learning and the significance of the content. Skills in Domain 2 are demonstrated through classroom interaction and captured on paper through interviews with or surveys of students. These skills are observed in action, either in person or on videotape.

Domain 3: Instruction

Domain 3 contains the components that are at the essential heart of teaching—the actual engagement of students in learning, through the vision of students developing complex understanding and participating in a community of learners. Students are engaged in meaningful work, which carries significance beyond the next test and which can provide skills and knowledge necessary for answering important questions or contributing to important projects. Teachers who excel in Domain 3 have finely honed instructional skills. Their work in the classroom is fluid and flexible; they can shift easily from one approach to another when the situation demands it. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They are attentive to different students in the class and the degree to which the students are thoughtfully engaged; when they observe inattention, they move to correct it. And above all, they carefully monitor student understanding as they go (through well-designed questions or activities) and make minor midcourse corrections as needed. Above all, they promote the emergence of self-directed learners fully engaged in the work at hand.

Domain 4: Professional Responsibilities

The components in Domain 4 are associated with being a true professional educator; they encompass the roles assumed outside of and in addition to those in the classroom with students (see Figure 3.4). Students rarely observe these activities; parents and the larger community observe them only intermittently. But the activities are critical to preserving and enhancing the profession. Educators exercise some of them (such as maintaining records and communicating with families) immediately upon entering the profession, because they are integral to their work with students. Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community, to contributions made to the profession as a whole. The components also include interactions with the families of students, contacts with the larger community, the maintenance of records and other paperwork, and advocacy for students. Domain 4 captures the essence of professionalism by teachers; teachers are, as a result of their skills in Domain 4, full members of the teaching profession and committed to its enhancement.

DOMAINS/COMPONENTS/ELEMENTS OF PROFESSIONAL PRACTICE

<p style="text-align: center;">Domain 1: Planning and Preparation</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> ● Knowledge of content and the structure of the discipline ● Knowledge of prerequisite relationships ● Knowledge of content-related pedagogy <p>1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> ● Knowledge of child and adolescent development ● Knowledge of the learning process ● Knowledge of students' skills, knowledge, and language proficiency ● Knowledge of students' interests and cultural heritage ● Knowledge of students' special needs <p>1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> ● Value, sequence, and alignment ● Clarity ● Balance ● Suitability for diverse learners <p>1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> ● Resources for classroom use ● Resources to extend content knowledge and pedagogy ● Resources for students <p>1e: Designing Coherent Instruction</p> <ul style="list-style-type: none"> ● Learning activities ● Instructional materials and resources ● Instructional groups ● Lesson and unit structure <p>1f: Designing Student Assessments</p> <ul style="list-style-type: none"> ● Congruence with instructional outcomes ● Criteria and standards ● Design of formative assessments ● Use for planning 	<p style="text-align: center;">Domain 2: The Classroom Environment</p> <p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> ● Teacher interaction with students ● Student interactions with other students <p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> ● Importance of the content ● Expectations for learning and achievement ● Student pride in work <p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> ● Management of instructional groups ● Management of transitions ● Management of materials and supplies ● Performance of noninstructional duties ● Supervision of volunteers and paraprofessionals <p>2d: Managing Student Behavior</p> <ul style="list-style-type: none"> ● Expectations ● Monitoring of student behavior ● Response to student misbehavior <p>2e: Organizing Physical Space</p> <ul style="list-style-type: none"> ● Safety and accessibility ● Arrangement of furniture and use of physical resources
<p style="text-align: center;">Domain 3: Instruction</p> <p>3a: Communicating with Students</p> <ul style="list-style-type: none"> ● Expectations for learning ● Directions and procedures ● Explanations of content ● Use of oral and written language <p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> ● Quality of questions ● Discussion techniques ● Student participation <p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> ● Activities and assignments ● Grouping of students ● Instructional materials and resources ● Structure and pacing <p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> ● Assessment criteria ● Monitoring of student learning ● Feedback to students ● Student self-assessment and monitoring of progress <p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> ● Lesson adjustment ● Response to students ● Persistence 	<p style="text-align: center;">Domain 4: Professional Responsibilities</p> <p>4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> ● Accuracy ● Use in future teaching <p>4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> ● Student completion of assignments ● Student progress in learning ● Noninstructional records <p>4c: Communicating with Families</p> <ul style="list-style-type: none"> ● Information about the instructional program ● Information about individual students ● Engagement of families in the instructional program <p>4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> ● Relationships with colleagues ● Involvement in a culture of professional inquiry ● Service to the school ● Participation in school and district projects <p>4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> ● Enhancement of content knowledge and pedagogical skill ● Receptivity to feedback from colleagues ● Service to the profession <p>4f: Showing Professionalism</p> <ul style="list-style-type: none"> ● Integrity and ethical conduct ● Service to students ● Advocacy ● Decision making ● Compliance with school and district regulations

THE TEACHING FRAMEWORK RUBRIC

August 2011 Revised Section

Domain 1: Planning and Preparation **For Specialists (Instructional, nurses, Library/Media Specialists, School Counselor, School Psychologists, Therapeutic Specialists) See FRAMEWORK for SPECIALIST POSITIONS – pgs 109-167

Component	*Unsatisfactory	Basic	Proficient	Distinugished
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1b: Demonstrating Knowledge of Students	Teacher displays little or no knowledge of the developmental characteristics of the age group. Teacher sees no value in understanding how students learn and does not seek such information. Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable. Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays partial knowledge of the developmental characteristics of the age group. Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated. Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole. Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students. Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students. Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students. Teacher is aware of students' special learning and medical needs.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns. Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information. Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students. Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. Outcomes reflect only one type of learning and only one discipline or strand. Outcomes are not suitable for the class or are not based on any assessment of student needs.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use available through the school or district. Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district. Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly. Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet. Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet. Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.
1e: Designing Coherent Instruction	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity. Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. Instructional groups do not support the instructional outcomes and offer no variety. The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. Instructional groups are varied as appropriate to the students and the different instructional outcomes. The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes. Proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit. Teacher has no plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but many are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher plans to use assessment results to plan for future instruction for the class as a whole.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used. Teacher plans to use assessment results to plan for future instruction for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed. Assessment criteria and standards are clear; there is evidence that the students contributed to their development. Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher plans to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment **For Specialists (Instructional, nurses, Library/Media Specialists, School Counselor, School Psychologists, Therapeutic Specialists) See FRAMEWORK for SPECIALIST POSITIONS – pgs 109-167

Component	*Unsatisfactory	Basic	Proficient	Distinugished
2a: Creating an Environment of Respect and Rapport	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. Student interactions are characterized by conflict, sarcasm, or put-downs.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. Students do not demonstrate disrespect for one another.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. Student interactions are generally polite and respectful.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
2b: Establishing a Culture for Learning	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. nstructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
2c: Managing Classroom Procedures	Students not working with the teacher are not productively engaged in learning. Transitions are chaotic, with much time lost between activities or lesson segments. Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. Considerable instructional time is lost in performing noninstructional duties. Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Students in only some groups are productively engaged in learning while unsupervised by the teacher. Only some transitions are efficient, resulting in some loss of instructional time. Routines for handling materials and supplies function moderately well, but with some loss of instructional time. ystems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time. Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. Transitions occur smoothly, with little loss of instructional time. Routines for handling materials and supplies occur smoothly, with little loss of instructional time. Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time. Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. ystems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation. Volunteers and paraprofessionals make a substantive contribution to the classroom environment.
2d: Managing Student Behavior	No standards of conduct appear to have been established, or students are confused as to what the standards are. Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Standards of conduct appear to have been established, and most students seem to understand them. Teacher is generally aware of student behavior but may miss the activities of some students. Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Standards of conduct are clear to all students. Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Standards of conduct are clear to all students and appear to have been developed with student participation. Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
2e: Organizing Physical Space	The classroom is unsafe, or learning is not accessible to some students. The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	The classroom is safe, and at least essential learning is accessible to most students. Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	The classroom is safe, and learning is equally accessible to all students. Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

Domain 3: Instruction **For Specialists (Instructional, nurses, Library/Media Specialists, School Counselor, School Psychologists, Therapeutic Specialists) See FRAMEWORK for SPECIALIST POSITIONS – pgs 109-167

Component	*Unsatisfactory	Basic	Proficient	Distinugished
<i>3a: Communicating with Students</i>	Teacher's purpose in a lesson or unit is unclear to students. Teacher's directions and procedures are confusing to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language. Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher attempts to explain the instructional purpose, with limited success. Teacher's directions and procedures are clarified after initial student confusion. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow. Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's directions and procedures are clear to students. Teacher's explanation of content is appropriate and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding. Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers. Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.
<i>3b: Using Questioning and Discussion Techniques</i>	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. Teacher attempts to engage all students in the discussion, but with only limited success.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. Teacher creates a genuine discussion among students, stepping aside when appropriate. Teacher successfully engages all students in the discussion.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<i>3c: Engaging Students in Learning</i>	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. Instructional groups are inappropriate to the students or to the instructional outcomes. Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. nstructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Instructional materials and resources are suitable to the instructional purposes and engage students mentally. The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.
<i>3d: Using Assessment in Instruction</i>	Students are not aware of the criteria and performance standards by which their work will be evaluated. Teacher does not monitor student learning in the curriculum. Teacher's feedback to students is of poor quality and not provided in a timely manner. Students do not engage in self-assessment or monitoring of progress.	Students know some of the criteria and performance standards by which their work will be evaluated. each monitors the progress of the class as a whole but elicits no diagnostic information. Teacher's feedback to students is uneven, and its timeliness is inconsistent. Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students are fully aware of the criteria and performance standards by which their work will be evaluated. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. Teacher's feedback to students is timely and of consistently high quality. Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. each's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.
<i>3e: Demonstrating Flexibility and Responsiveness</i>	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. Teacher ignores or brushes aside students' questions or interests. When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher attempts to adjust a lesson when needed, with only partially successful results. Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. Teacher successfully accommodates students' questions or interests. Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher successfully makes a major adjustment to a lesson when needed. Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Domain 4: Professional Responsibilities **For Specialists (Instructional, nurses, Library/Media Specialists, School Counselor, School Psychologists, Therapeutic Specialists) See FRAMEWORK for SPECIALIST POSITIONS – pgs 109-167

Component	*Unsatisfactory	Basic	Proficient	Distinugished
<i>4a: Reflecting on Teaching</i>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
<i>4b: Maintaining Accurate Records</i>	Teacher's system for maintaining information on student completion of assignments is in disarray. Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective. Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective. Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments is fully effective. Teacher's system for maintaining information on student progress in learning is fully effective. Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records. Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records. Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.
<i>4c: Communicating with Families</i>	Teacher provides little or no information about the instructional program to families. Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students. Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher participates in the school's activities for family communication but offers little additional information. Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families. Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.
<i>4d: Participating in a Professional Community</i>	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events. Teacher avoids becoming involved in school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of inquiry when invited to do so. Teacher participates in school events when specifically asked. Teacher participates in school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events, making a substantial contribution. Teacher volunteers to participate in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life. Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.
<i>4e: Growing and Developing Professionally</i>	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
<i>4f: Showing Professionalism</i>	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs. Teacher contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent. Teacher does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students. Teacher works to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind and participates in team or departmental decision making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

IMPLEMENTATION OF THE CONTRACT TEACHER PLAN (CTP)

COLLABORATIVE RELATIONSHIP

The teacher and administrator will engage in a collaborative and reflective relationship to facilitate the teacher's professional growth. Because the work of teachers and students in the classroom is so important, administrators will continue to conduct informal classroom visits and provide teachers with feedback.

GOAL CATEGORIES

The Contract Teacher Plan (CTP) will include a set of Goals that relate to the board priorities as well as specifically to the improvement of teaching and learning, and aligned with the district's performance standards. Additionally, this plan may be used to document PDU's, which may be submitted to TSPC for licensure.

DESIGNING THE CONTRACT TEACHER PLAN (CTP)

As teachers and administrators design the Contract Teacher Plan (CTP), they will identify the strategies, processes or methods to be used and the documentation including evidence of student learning, to be developed. The process used or documentation developed should match the board priorities as well as the teacher's goal(s) or primary area of focus. Since the purpose of the plan is for inquiry, analysis and reflection, one or more of the following approaches may be included:

- ◆ Providing and Seeking Mentoring
- ◆ Collaborative Action Research
- ◆ Reflective Journal
- ◆ Peer Coaching
- ◆ Study Groups /
Professional Learning Communities
- ◆ Teacher Portfolio
- ◆ Projects
- ◆ Videotape/Audiotape Analysis
- ◆ Formal Observation / Conference
- ◆ National Board Certification
- ◆ Independent Study or Formal
Coursework

The teacher and administrator will mutually agree to the components of this plan. The collaboration will result not only in a more satisfying and rewarding work environment for teachers, but also in improved learning for students.

PROVIDING OR SEEKING MENTORING

DEFINITION

Mentoring is a process in which two teachers work together to reflect on current practices and improve student learning. The mentor teacher shares expertise and provides feedback, support, and assistance for the purpose of refining present skills, learning new skills, and solving classroom related problems.

A teacher may seek a mentor teacher who will serve as a guide. The goal is to improve student performance.

EXAMPLE

A teacher accepts a student teacher or newly assigned teacher (either new to the district or assigned to a different teaching responsibility) and assumes responsibility for helping this individual. The mentor teacher serves as a role model and resource while providing feedback and support as needed.

The teacher seeking mentors invites feedback, support, and assistance for the purpose of refining present skills, learning new skills, and solving classroom related problems.

SUGGESTIONS

Criteria for effective implementation of mentoring:

- ◆ Mentoring arrangements may be initiated by an inviting teacher on a voluntary basis.
- ◆ Participants share a common language about curriculum and/or teaching practices.
- ◆ Participants have the opportunity to select the partner(s) with whom they will work, but may be assigned a mentor by the administrator.
- ◆ Mentorship pairs will meet regularly to discuss and plan for professional growth activities.

Questions to consider:

- ◆ Check to see if district is providing mentorship classes.
- ◆ Shall I work with someone who is similar to me or different (*e.g.*, issues of style, modalities, beliefs)?
- ◆ What would be the advantages of working with someone from the same grade level? Different grade level?
- ◆ Would it be helpful to work with someone from the same curriculum area I teach or different?
- ◆ Is there someone on site who teaches a topic or uses an instructional approach that I would like to learn more about?

COLLABORATIVE ACTION RESEARCH

DEFINITION

Action Research is a process that is conducted in the classroom to improve student performance. It allows teacher(s) to explore new teaching strategies through a continuous process of collecting and analyzing data, making decisions based on the results of that data, collecting more information on decisions made, evaluating the results, and using those results to set new goals.

EXAMPLE

A team of teachers wants to determine the most effective method of teaching writing that would improve student achievement. The team decides on data gathering techniques and uses the results to continually refine their instructional practices. At the end of the project they analyze the results of the strategy to determine which teaching strategy brought about the desired results. They publish their findings to be shared with the school and/or district.

COMPONENTS OF AN ACTION RESEARCH PLAN

1. Teacher(s) identifies a research question regarding his/her classroom.
2. A research plan is developed. This plan includes what data will be collected, by whom, how it will be analyzed, and a timeline.
3. The plan is executed. As the research is conducted, teachers may keep reflective journals.
4. The teacher(s) share findings with other audiences.
5. Check district resources for Action Research materials.

REFLECTIVE JOURNAL

DEFINITION

A reflective journal is a process for teachers to regularly reflect on professional experiences and classroom events in order to improve student learning. It is a dated record of responses to professional reading, observations, feelings, and insights about educational practices that provides a basis for future planning as well as a record of past successes and challenges.

EXAMPLE

A group of teachers meet monthly to refine the use of inquiry methods in science classes. They have chosen to use reflective journals as a means to document progress, ask questions, and indicate successes. Prior to their monthly meeting the participants look through their daily entries and summarize their personal progress and the progress of their students. This information serves to focus the discussion and provides each teacher with a forum for inquiry.

SUGGESTIONS

A journal may address these elements:

- ◆ Successes or problems with a lesson, unit, program, or activity.
- ◆ Parent/teacher conferences
- ◆ Professional development experiences (*e.g.*, workshops, committee meetings).
- ◆ Interaction with peers.
- ◆ Interaction with students as individuals or class.
- ◆ Responses to professional reading.
- ◆ Teacher insights.
- ◆ Explore questions.

Journals should contain both observational and reflective entries that contain a record of observations, feelings, and insights about classroom and student achievement. There should be periodic summaries, times where past entries are reviewed and used to improve instruction.

PEER COACHING

DEFINITION

Peer Coaching is a collaborative process in which two or more teachers work together to reflect on current practices that improve student performance. Teachers share their expertise and provide one another feedback, support, and assistance for the purpose of refining present skills, learning new skills, and solving classroom related problems.

EXAMPLE

Two contract teachers choose to develop lessons that emphasize cooperative learning strategies. They plan to brainstorm and pool ideas and materials, plan lessons together, and schedule several opportunities during the year to observe each other teach. They will provide each other with and give feedback regarding student cooperative skills and effectiveness of the lessons.

SUGGESTIONS

Criteria for effective implementation of peer coaching:

- ◆ Coaching arrangements should be made on a voluntary basis. It should be reciprocal—that is, each person should have the opportunity to be coached and be a coach.
- ◆ Participants share a common language about curriculum and/or teaching practices.
- ◆ Participants receive training in coaching skills.
- ◆ Participants have the opportunity to select the partner(s) with whom they will work.
- ◆ Peers will meet regularly to discuss and plan for professional growth.

Questions to consider when selecting a peer coach:

- ◆ Shall I work with someone who is similar to me or different (*e.g.*, issues of style, modalities, beliefs)?
- ◆ What would be the advantages of working with someone from the same grade level? Different grade level?
- ◆ Would it be helpful to work with someone from the same curriculum area that I teach, or different?
- ◆ Is there someone on site who teaches a topic or uses an instructional approach about which I would like to learn more?
- ◆ Check to see if district is offering Peer Coaching Workshop.

STUDY GROUP / PROFESSIONAL LEARNING COMMUNITIES

DEFINITION

A study group is an organized, purposeful process for teachers to study instructional practice, curriculum, student outcomes, or assessment. Study groups usually consist of several people; however, a teacher may wish to do an independent study.

EXAMPLE

During the school year a group of teachers meet to study effective instructional strategies and programs for middle school students. They meet monthly using the Middle School Self-Study document as the basis of their discussions. The responsibility of group facilitator rotates. While informal in nature, the group has common agreements as to format, topic, and personal responsibility. They keep a notebook, which is a record of their meetings.

SUGGESTIONS

- ◆ Research topics are explored through common readings; teachers meet to discuss the application of contents to their classroom/students/curriculum.
- ◆ Coursework is completed to further knowledge and understanding.
- ◆ Group meets to develop technology skills through “hands-on” practice.
- ◆ Individual researches topic of choice that improves instructional practice.
- ◆ Essential Readings class offered by district.
- ◆ Check district resources for study materials.

TEACHER PORTFOLIO

DEFINITION

Teacher portfolios, like student portfolios, are a collection of an individual's record of progress toward a professional growth goal. Throughout the year, teachers set goals, participate in staff development to help achieve these goals, and implement new instructional techniques. The portfolio is the reflective record of that progress. A teacher portfolio may contain self, peer, and administrative reflections, documented student achievement, or evidence of teacher improved instructional skills. They provide an assessment tool that reflects personal accomplishment and evidence of instructional improvement.

EXAMPLE

A teacher wants to devise a series of units that integrate the arts with other subject areas. His portfolio contains a copy of his goals, an outline of training attended, and sample units and lessons. As the teacher obtains more expertise, he includes photographs and a video of student performance. In addition, colleagues and administrators are invited to sit in on and discuss demonstration lessons. The comments from these sessions, the teacher's self-evaluation, and written student work are included in the portfolio. At the end of the year, the teacher has a meaningful reflection of his own and his students' progress.

SUGGESTIONS

- ◆ A teacher portfolio should reflect progress toward a professional growth goal.
- ◆ It is not a scrapbook. It is a purposeful collection of work with appropriate self-reflection.
- ◆ It should include the teacher's current thinking (throughout the year) about the professional growth goal.
- ◆ The teacher selects appropriate artifacts to place in the portfolio that provide evidence of progress toward the goal. Elements that may be included in the portfolio are:
 - Lesson plans
 - Teacher reflection and/or journal
 - Student work
 - Student projects (pictures)
 - Homework assignments
 - Measures of performance
 - Learning displays
 - Videotapes (*e.g.*, student performances)
 - Newspaper articles
 - Survey feedback
 - Peer coaching notes
 - Awards and recognitions
 - Staff development experiences

PROJECTS

DEFINITION

The teacher identifies a project that does not match a description of other options. This project should fall into one of the performance standards or goal categories.

EXAMPLE

A teacher selects a project that helps the teacher to learn new information and content related to that particular project. The teacher then teaches related skills to the students before the actual service project is activated. All activities related to the service project would be measured for student understanding.

SUGGESTIONS

- ◆ Parent training/workshops
- ◆ Service learning project
- ◆ Business partnership
- ◆ Conducting staff inservices
- ◆ Teacher exchange
- ◆ Other

VIDEOTAPE / AUDIOTAPE ANALYSIS

DEFINITION

Videotape / audiotape analysis is an ongoing process that provides individuals or groups of teachers an opportunity to assess a presentation, small or large group lesson, or classroom dynamics in order to identify strengths and areas for refinement. It also may be used to assess progress when learning new teaching techniques such as questioning strategies, cooperative learning, or performance assessment.

EXAMPLE

Three teachers in a high school mathematics department implement a new instructional strategy with their students. Each teacher brings in a videotaped lesson using the particular strategy. The following questions are selected to focus on the discussion of the videotapes: a) the number of concrete examples the teacher used, b) the amount of time students interacted with each other compared to the amount of direct instruction, and c) number of minutes students practiced the skill. Teachers use the analysis and plan additional opportunities to videotape lessons to further refine and strengthen their practice.

SUGGESTIONS

- ◆ It helps to have something specific for which to look. For example, “During class discussion, do I ask questions that require higher order thinking in greater proportion than lower level thinking?” or “When I use brain compatible teaching strategies, how do all students perform?”
- ◆ Tapes are recorded, analyzed, and in some cases compared to previous ones.
- ◆ Develop a system to record ongoing observations and analyze (*e.g.*, notebook, journal, computer).
- ◆ Next steps are identified (*e.g.*, long term planning, refocusing teaching strategies, identify training or additional resources).

FORMAL OBSERVATION / CONFERENCE

DEFINITION

The clinical supervision model is a sequence of conferences and observations.

EXAMPLE

The teacher and administrator meet for a pre-observation conference to discuss a lesson and its goals. The teacher is asked by the administrator to identify specific aspects of the lesson to be observed. The administrator shares with the teacher the kinds of data that will be collected. The administrator and teacher schedule a classroom observation time. During the observation data are collected. The teacher and administrator hold a post-observation conference at a mutually agreed upon time to share data and discuss the lesson.

SUGGESTIONS

- ◆ The teacher prepares a lesson and asks the administrator to observe. The administrator collects data to examine particular questions.
- ◆ The teacher analyzes the data collaboratively with the administrator.
- ◆ The teacher and administrator identify areas of strength and growth.

NATIONAL BOARD CERTIFICATION

DEFINITION

A process in which teachers achieve distinction by demonstrating through a demanding performance assessment, that they meet high and rigorous standards for what accomplished teachers should know and be able to do.

Teachers must demonstrate their knowledge and skills through a series of performance-based assessments that include student work samples, videotapes, and rigorous analyses of their classroom teaching and student learning.

EXAMPLE

Teachers may work independently or in a group to accomplish all of the requirements of the National Board Certification. A coach may be assigned or recruited to support the individual or group effort.

REQUIREMENTS

1. Submit application, including fee, prior to December 1.
2. Complete portfolio requirements sent by the National Board.
3. Participate in required assessment of content knowledge at a qualifying assessment center.

IMPLEMENTATION OF THE PROBATIONARY TEACHER PLAN (PTP)

COLLABORATIVE RELATIONSHIP

The teacher and administrator will engage in a collaborative and reflective relationship to facilitate the teacher's professional growth that will include but may not be limited to formal and informal classroom visits after which the administrator will provide the teacher with feedback.

GOAL CATEGORIES

The Probationary Teacher Plan (PTP) will include a set of Goals that relate to the board priorities as well as specifically to the improvement of teaching and learning, and will be aligned with the district's performance standards. Additionally, this plan may be used to document PDU's, which may be submitted to TSPC for licensure.

Form

A

**Canby School District Professional Educator's Growth Plan
ANNUAL STATEMENT of GOALS**

Probationary (PTP) Yr. 1__ Yr. 2__ Yr. 3__ *(Probationary and Temporary Employees
Temporary* *follow a Formal Observation Cycle)*
Contract (CTP)

Name _____ **for year** _____ - _____

Assignment _____ **School** _____

Professional Standard *(Please refer to "A Framework for Learning")*

Domain: _____ **Component:** _____ **Element:** _____

Goal (one goal per page – **Goals should be Specific, Measurable, Attainable, Relevant, Timely**):

Methods/Strategies/Approach planned:

- | | |
|--|---|
| <input type="checkbox"/> Providing and Seeking Mentoring | <input type="checkbox"/> Teacher Portfolio |
| <input type="checkbox"/> Collaborative Action Research | <input type="checkbox"/> Projects |
| <input type="checkbox"/> Reflective Journal | <input type="checkbox"/> Videotape / Audiotape Analysis |
| <input type="checkbox"/> Peer Coaching | <input type="checkbox"/> Formal Observation / Conference |
| <input type="checkbox"/> Study Group / Professional Learning Communities | <input type="checkbox"/> National Board Certification |
| | <input type="checkbox"/> Independent Study or Formal Coursework |

If you are collaborating with colleagues please list their names here: _____

Evidence of progress/student learning:

Resources/Support needed:

Anticipated Timeline for completion:

Teacher's Signature Date

Supervisor's Signature Date

Form
C

**Canby School District
PRE-OBSERVATION FORM
(FORMAL)**

Name _____

Date _____

School _____

Supervisor _____

Subject or Class _____

Date/Time of Observation _____

- A. Objective(s): What are your objectives for this lesson?

- B. What strategies, methods, and processes will be used for obtaining objectives:

- C. How will the achievement of objectives be assessed? How will you know that the learning objectives have been met?

- D. Are there specific areas/domains for the observer to consider?

- E. Is there any other information you would like to share with the observer?

Teacher's Signature

Date

Supervisor's Signature

Date

**CANBY SCHOOL DISTRICT
TEACHER EVALUATION**

Name: _____ School: _____ School Year: _____ Date: _____

Probationary (Dates of Formal Observations: _____)

Contract Status

DOMAIN 1: PLANNING AND PREPARATION	*Unsatisfactory	Basic	Proficient	Distinguished
1a. Demonstrating Knowledge of Content and Pedagogy				
1b. Demonstrating Knowledge of Students				
1c. Selecting Instructional Goals				
1d. Demonstrating Knowledge of Resources				
1e. Designing Coherent Instruction				
1f. Assessing Student Learning				

Comments:

DOMAIN 2: THE CLASSROOM ENVIRONMENT	*Unsatisfactory	Basic	Proficient	Distinguished
2a. Creating an Environment of Respect and Rapport				
2b. Establishing a Culture for Learning				
2c. Managing Classroom Procedures				
2d. Managing Student Behavior				
2e. Organizing Physical Space				

Comments:

DOMAIN 3: INSTRUCTION	*Unsatisfactory	Basic	Proficient	Distinguished
3a. Communicating Clearly and Accurately				
3b. Using Questioning and Discussion Techniques				
3c. Engaging Students in Learning				
3d. Communicating Clearly and Accurately				
3e. Demonstrating Flexibility and Responsiveness				

Comments:

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	*Unsatisfactory	Basic	Proficient	Distinguished
4a. Reflecting on Teaching				
4b. Maintaining Accurate Records				
4c. Communicating with Families				
4d. Contributing to the School and District				
4e. Growing and Developing Professionally				
4f. Showing Professionalism				

Comments:

**Explanation Required*

Signing this evaluation form indicates only that the employee has had an opportunity to confer with the evaluator regarding its contents. (The employee has the right to include a written statement as an addendum to the evaluation.)

Teacher's Signature

Date

Supervisor's Signature

Date

Appendix A:

Professional Development Units—Renewing Your License through Teachers Standards and Practices Commission (TSPC)

Beginning January 15, 2002, teachers, administrators and personnel service specialists will need to document Continuing Professional Development (CPD) with Professional Development Units (PDUs) to renew their licenses. This requirement, passed by the 1997 Legislature, will apply to all educators who hold Basic, Standard, or Continuing licenses and who are employed in Oregon schools. The CPD requirement will not apply to substitutes or others who are not contracted for at least one-half time in Oregon schools. It will not apply to any licenses other than Basic, Standard, or Continuing Teaching, Administrative, or Personnel Service.

The CPD requirement may be met by participating in an employing district's CPD program. The Canby School District's CPD plans are comprehensive and make provisions for individual's needs and interests within the district plan. All CPD plans are developed in consultation with the educator's principal or immediate supervisor using forms developed by the district or TSPC. CPD activities may include, but are not limited to, additional coursework, professional conferences, publication, peer or student teacher mentoring, site committees, action research, and/or internships in business or industry.

The CPD requirement will be phased in over five years. When fully implemented, educators holding Basic licenses will need 75 PDUs for a three-year renewal, and educators holding Standard or Continuing licenses will need 125 PDUs for each five-year renewal. [A professional development unit (PDU) is equal to one clock hour of participation. One-quarter hour of college or university credit equals 20 PDUs; one semester hour of college or university credit equals 30 PDUs.] It is the teacher's responsibility to maintain the record of PDUs earned.

Renewing in Calendar Year	PDUs Required
2002	25
2003	50
2004	75
2005	100
2006	125

If the CPD requirement will affect your next renewal, you should do the following:

- Contact your principal or immediate supervisor to develop your plan.
- Retain notes, registrations, agendas, or other documentation of CPD activities to share with your principal or supervisor at scheduled reviews or at the next license renewal.
- Have the district verify completion of your CPD plan on the PEER form, which reports employment, at your next license renewal.
- Include your plan to earn PDUs in your Professional Educators' Growth Plan.

(This information is taken from TSPC memo of September 3, 1999.)

Appendix B:

Oregon Licensure Requirements

The Oregon Teacher Standards and Practices Commission (TSPC) has licensing authority for educators in the state of Oregon. Oregon's licensure standards support the Oregon Educational Act for the 21st Century and are compatible with requirements of the National Board for Professional Teaching Standards. The licensure program aligns the levels of licensure with the developmental levels of the students. Licenses are issued for four levels or authorizations:

- Early Childhood (3 years - Grade 4)
- Elementary (Grade 3 - Grade 8: teaching in an elementary school)
- Middle School (Grade 5 - Grade 10: teaching in a middle school)
- High School (Grade 7 - Grade 12: teaching in a high school)

Teaching specialties are printed on the licenses to recognize teaching competence in subject areas or other educational specialties.

Continuing Professional Development is integral to the entire licensure program.

Initial Teaching License

The new design for Oregon educator licenses effective January 15, 1999, makes provision for entry into the profession from a variety of backgrounds: business and industry, teaching experience in community colleges and four-year institutions, preparation in traditional teacher education programs, and teaching in other states and countries.

Continuing Teaching License

While holding the Initial Teaching License, the teacher will complete requirements for the Continuing License. In order to qualify for a Continuing Teaching License, the teacher will hold a Masters Degree or equivalent and demonstrate advanced professional competencies through the successful completion of one of three options:

- Approved college/district program
- Beginning Teacher Assessment program
- National Board for Professional Teaching Standards (NBPTS) Certification

The Continuing Teaching License is valid for five years and is renewable.

Renewal of the Continuing License is based on successful teaching experience and completion of a Continuing Professional Development (CPD) Plan. Any additional specializations gained through CPD will be noted on the license.

Appendix C: Sample Observation Tools

COMPONENTS OF PROFESSIONAL PRACTICE

Observation Worksheet

DOMAIN 2: THE CLASSROOM ENVIRONMENT	DOMAIN 3: INSTRUCTION
<i>Component 2a: Creating an Environment of Respect and Rapport</i>	<i>Component 3a: Communicating Clearly and Accurately</i>
<ul style="list-style-type: none"> ◆ Teacher interaction with students ◆ Student interaction 	<ul style="list-style-type: none"> ◆ Directions and procedures ◆ Oral and written language
<i>Component 2b: Establishing a Culture for Learning</i>	<i>Component 3b: Using Questioning and Discussion Techniques</i>
<ul style="list-style-type: none"> ◆ Importance of the content ◆ Student pride in work ◆ Expectations for learning and achievement 	<ul style="list-style-type: none"> ◆ Quality of questions ◆ Discussion techniques ◆ Student participation
<i>Component 2c: Managing Classroom Procedures</i>	<i>Component 3c: Engaging Students in Learning</i>
<ul style="list-style-type: none"> ◆ Management of instructional groups ◆ Management of transitions ◆ Management of materials and supplies ◆ Performance of non-instructional duties ◆ Supervisions of volunteers and paraprofessionals 	<ul style="list-style-type: none"> ◆ Representation of content ◆ Activities and assignments ◆ Grouping of students ◆ Instructional material and resources ◆ Structure and pacing
<i>Component 2d: Managing Student Behavior</i>	<i>Component 3d: Providing Feedback to Students</i>
<ul style="list-style-type: none"> ◆ Expectations ◆ Monitoring of student behavior ◆ Response to student misbehavior 	<ul style="list-style-type: none"> ◆ Quality: Accurate, substantive, constructive, and specific ◆ Timeliness
<i>Component 2e: Organizing Physical Space</i>	<i>Component 3e: Demonstrating Flexibility and Responsiveness</i>
<ul style="list-style-type: none"> ◆ Safety and arrangement of furniture ◆ Accessibility to learning and use of physical resources 	<ul style="list-style-type: none"> ◆ Lesson adjustment ◆ Response to students ◆ Persistence

CLASSROOM OBSERVATION RECORD

Observation Worksheet

Teacher Name: _____

Date: _____

2a: Respect and Rapport

3a: Clarity of Communications

2b: Culture for Learning

3c: Questioning and Discussion

2c: Classroom Procedures

3c: Student Engagement

2d: Student Behavior

3d: Feedback to Students

2e: Physical Space

3e: Flexibility and Responsiveness