JACKSON COUNTY SCHOOL DISTRICT 6

Central Point ~ *Gold Hill* ~ *Sams Valley*

PLAN FOR EVALUATING
TEACHER PERFORMANCE

September 2014

INTRODUCTION

Central Point School District 6 has used Charlotte Danielson's *A Framework for Teaching* as the basis for enhancing professional practice since 1999.   The District Plan for Evaluating Teachers was reviewed and modified by a team of teachers and administrators in the spring of 2005 with the goal of clarifying the overall evaluation process. The plan was reviewed again in the 2012-2013 school year and adapted to incorporate the changes required by Senate Bill 290. This document reflects those changes yet retains the fundamental format of the previous teacher evaluation system.

In 2012-2013 Oregon Department of Education, in response to SB 290 and ESEA Flexibility Waiver criteria, developed and published guidelines for local evaluation and support systems. The *Oregon Framework for Teacher and Administrator Evaluation and Support Systems* outlines requirements for local teacher and administrator evaluation. A committee of four bargaining unit members and four administrators was formed. The committee collaborated over the course of the school year to modify the District 6 Plan for Evaluating Teacher Performance. The new plan, which was implemented in 2013-2014, includes the following five criteria required by the state:

1. **Standards of Professional Practice**
   The committee adopted the 2013 version of Charlotte Danielson's *Framework for Teaching Performance Criteria* to replace the previous version. This new version was further modified by the committee to include specific performance indicators for special education service providers that more accurately describe levels of performance relative to their specific professional duties.

   Danielson 2013 Performance Criteria:
   - Domain 1: Planning and Preparation
   - Domain 2: Classroom Environment
   - Domain 3: Instruction
   - Domain 4: Professional Responsibilities

2. **Differentiated (4) Performance Levels**
   Each Element of a Performance Indicator has four levels of performance:

   - Unsatisfactory
   - Basic
   - Proficient
   - Distinguished

3. **Multiple Measures**

   Multiple sources of data are used to measure teacher performance on the standards of professional practice. Evaluators look at evidence from three categories:
   - Professional practice
   - Professional responsibilities
   - Student learning and growth.

4. **Evaluation and Professional Growth Cycle**

   Teachers are evaluated on a regular cycle of continuous improvement that includes self reflection, goal setting, observations, formative assessment and summative evaluation.

5. **Aligned Professional Learning**

   The goal of teacher evaluation is to assist the teacher in making continuous professional growth. Teachers will collaborate with administrators to engage in relevant professional learning opportunities that are aligned to the teacher's evaluation and his/her need for professional growth.

The following educators gave generously their time and expertise to this project and are gratefully acknowledged for their contributions to the final plan.

Mike Meunier, Director of Human Resources
Paul Lunte, Jewett Elementary, Teacher
David Heard, Scenic Middle School, Principal
Lucinda Miftahitten, Central Point Elementary, Teacher
Deirdre Barber, Renaissance Academy of Arts and Sciences, Teacher
Walt Davenport, Central Point Elementary, Principal
Julie Howland, Crater Academy of Health and Public Service, Principal
Angela Brown, Scenic Middle School, Teacher
Erin Whitlock, Facilitator and Consultant from OEA's Center for Teaching and Learning

In April 2014 ODE published "final state guidelines" for educator evaluation systems. These new guidelines included specific components for the SLG goal setting process, for scoring SLG goals and implementation of the Oregon Matrix for establishing summative evaluation levels and corresponding professional growth plans. Evaluation and support systems in Central Point School District were modified to include the new Oregon requirements, beginning the 2014-15 school year.

TABLE OF CONTENTS

PLAN FOR EVALUATING TEACHER PERFORMANCE

The purpose of teacher evaluation is to assist the teacher in making continuous professional growth and to determine the teacher's level of success in meeting the teaching responsibilities outlined in the Performance Criteria for Teachers. The secondary purpose is to meet the evaluation requirements in Oregon Revised Statutes 342.850 and that comply with SB 290 and the Oregon Framework for Teachers Administrative Evaluation and Support Systems.

The Plan for Evaluating Teacher Performance provides all members of the District 6 administrative and teaching staff standards against which individual performance is measured. District 6 assumes that the four criteria and twenty-two performance indicators presented in this document constitute minimum expectations for all teachers in its employ. Teachers are also responsible for standards of performance and conduct stated in State laws, Administrative Regulations and District 6 Board Policy. It is further assumed that teachers will, when made aware of their own deficiencies, take steps needed for correcting those deficiencies at the direction of the administrator. Documents related to teacher performance that effect employment shall be placed in the teacher's personnel file following written notification.

SUMMARY OF THE TEACHER PERFORMANCE ASSESSMENT SYSTEM

The District 6 Teacher Assessment System is designed to reflect current trends in performance evaluation. The system uses multiple sources of information to evaluate teaching duties such as; observations, student work, teacher artifacts, planning documents and teacher reflection. An emphasis on teacher self-assessment and reflection, and a role for teacher autonomy in the assessment process combined with adherence to acceptable measurement principles for accountability are important components of this plan. Also important is the recognition that teachers perform at various levels based on training, experienced, aptitude and interests.

Frequency of Summative Evaluations

The assessment system requires all educators to be evaluated annually. The evaluation cycle involves administrators conducting observations of the teacher performing their professional duties and making judgments regarding performance based on the standards (Charlotte Danielson's Four Domains) outlined in the Performance Criteria for Teachers. The average of those performance levels and the evaluation of the student learning and growth are combined to make up the final summative evaluation level.

A summative evaluation will be completed on every Contract Teacher annually.

"On-Cycle" evaluations, where the educator is scored based on a combination of performance level (Distinguished, Proficient, Basic, Unsatisfactory) in each domain and progress toward SLG goals, must be completed at least once every two years. Contract Teachers may have an "Off-Cycle" evaluations, in which no performance level is designated.

All Probationary Teachers will be scored based on a combination of performance level in each domain and progress toward SLG goals during each year of their probationary period.

Observations

Contract teachers shall have a minimum of one observation completed each year with at least one formal observation every two years. If mutually agreed upon between the educator and the evaluator, multiple informal observations may be used in lieu of a formal observation. Probationary Teachers shall be observed a minimum of four times during each school year, with a minimum of two formal observations to be completed prior to March 1st.

Summative Evaluation Levels and Professional Growth Plan

The Oregon Matrix will be used to determine educator's summative performance level and a corresponding professional growth plan/goals. The Professional Growth Plan should be based on data and observations/evidence used to inform the summative evaluation. The teacher and administrator identify goals, and strategies that support the continued improvement of the teacher's skills and student learning. Teachers performing at high levels on the Oregon Matrix will direct the goal setting process and assume more responsibility for monitoring their progress, focusing on exploration, flexibility, self-direction, and collegial involvement. Teachers with lower levels of performance may have their growth goals directed by the evaluator the following year.

The four types of professional growth plans are defined as follows:

Facilitative - The educator leads the conversation and, with the evaluator, chooses the focus of the Professional Growth Plan and professional goal(s) as the educator and evaluator collaborate on the plan/professional growth goal(s). If the educator had a SLG performance level 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Collegial - The educator and evaluator collaboratively develop the educator's Professional Growth Plan/professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Consultative - The evaluator consults with the educator and uses the information gathered to inform the educator's Professional Growth Plan /professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Directed - The evaluator directs the educator's Professional Growth Plan /professional goal(s). This plan should involve a focus on the most important area(s) to improve educator performance. If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

PERFORMANCE CRITERIA FOR TEACHERS	
Domain 1: Planning and Preparation	**Domain 2: Classroom Environment**
1a Demonstrating Knowledge of Content and Pedagogy	2a Creating an Environment of Respect and Rapport
1b Demonstrating Knowledge of Students	2b Establishing a Culture for Learning
1c Setting Instructional Outcomes	2c Managing Classroom Procedures
1d Demonstrating Knowledge of Resources	2d Managing Student Behavior
1e Designing Coherent Instruction	2e Organizing Physical Space
1f Designing Student Assessments	
Domain 3: Instruction	**Domain 4: Professional Responsibilities**
3a Communicating With Students	4a Reflecting on Teaching
3b Using Questioning and Discussion Techniques	4b Maintaining Accurate Records
3c Engaging Students in Learning	4c Communicating with Families
3d Using Assessment in Instruction	4d Participating in a Professional Community
3e Demonstrating Flexibility and Responsiveness	4e Growing and Developing Professionally
	4f Showing Professionalism

SECTION II: DEFINITIONS

The following definitions are set forth to insure common understanding of the terms used in this document.

A.   **Teacher,** any licensed person currently employed by District 6 and is not expressly excluded in Article I-A of the negotiated agreement between Southern Oregon Bargaining Council and District 6.

B.   **Contract Teacher,** any teacher who has been regularly employed by School District 6 for a probationary period of three successive school years, and who has been re-elected by District 6 for the next succeeding school year.

C.   **Probationary Teacher,** any teacher employed by School District 6 who is not a Contracted or Temporary Teacher.

D.   **Temporary Teacher,** any teacher employed to fill a position designated as temporary or experimental or to fill a vacancy which occurs after the opening of school because of unanticipated enrollment or because of the death, disability, retirement, resignation, contract non-extension or dismissal of a Probationary or Contract teacher.

E.   **Substitute Teacher,** any teacher employed to take the place of a Temporary, Probationary or Contracted teacher who is temporarily absent.

F.   **Evaluator,** any designated administrator employed in District 6. The primary evaluator in any elementary school is the principal. Evaluators in the middle and high schools include assistant principals, and any other administrators in District 6 designated by the Superintendent.

G.   **Formal Observation,** any visit by an evaluator which is pre-scheduled, pre-conferenced, post-conferenced and is 20 minutes or more in duration during which time professional duties are observed. Data will be recorded and summarized on the Observation Summary Form. Results of the observation will be shared at a post-conference with a copy of the written summary provided to the teacher. The post conference will be scheduled within 7 working days of the observation.

H.   **Informal Observation,** any non-scheduled observation that may not necessarily include a pre-conference. It may include written data collected and a post-conference. If written data is collected, a copy of the summary will be provided to the teacher.

I.   **Pre-Observation Conference,** a conference held between the teacher and evaluator prior to an observation of professional duties. The conference may include but is not limited to a review of; the observation objectives, methods and strategies of instruction, instructional evaluation procedures, and the general purpose and nature of the lesson.

J.   **Post-Observation Conference,** a conference held between the teacher and evaluator following an observation of professional duties. The conference may include but is not limited to: a review of data collected during the observation, a teacher self-evaluation of the observation, the evaluators impressions of the observation, a review of previous observations and follow-up suggestions, teacher strengths and areas that need improvement.

K.   **Intensive Goal Setting,** an intermediate step to improve teacher performance when deficiencies have been identified. The administrator, based on areas of concern, determines both professional growth goals. Failure to improve may result in a Program of Assistance for Improvement.

L.   **Program of Assistance for Improvement,** a written plan for a Contract or Probationary Teacher that with reasonable specificity:
   1.   Helps the teacher adapt and improve to meet the changing demands of the Oregon Educational Act for the 21st Century and the Plan for Evaluating Teacher Performance.
   2.   Identifies specific deficiencies in the teacher's conduct or performance.
   3.   Sets forth corrective steps the teacher may pursue to overcome or correct the deficiencies.
   4.   Establishes the assessment techniques by which the district will measure and determine whether the
      Teacher has sufficiently corrected the deficiencies to meet district standards.

M.   **Observation Summary Form,** the document used to record the summary of data collected during an observation.

N.   **Teacher Performance Goals Form,** a document used to write statements that describe outcomes calculated to aid the teacher in making continued professional growth.

O.   **Standards Based Evaluation,** a process of evaluation with specific goals, standards, timelines and measurements. Teachers are measured against designated standards of performance.

P.   **Standards Based Evaluation Summary Form,** the document used to summarize the accumulated information collected during observations, conferences and other activities related to the teacher's performance of professional duties as determined in the summative evaluation process.

SECTION III: EVALUATION PROCESS TIMELINE

A.   Teacher Performance Goals

In collaboration with their evaluator, teachers shall establish **two (2) Student Learning and Growth Goals (SLG) and one (1) Professional Practice Goal** (PPG).

1. Student Learning and Growth Goals: Teachers will collaborate with their supervisors/administrator to establish rigorous student learning and growth goals following the 'SMART' goal format (SMART= Specific; Measureable; Achievable; Relevant; Timed and Tracked), select evidence from a variety of valid measures and regularly assess progress. SLG's are based on student learning needs identified by a review of students' baseline skills. They are rigorous, attainable, aligned to standards and clearly describe specific learning targets students are expected to meet.

SLG goals define which students and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period. SLG goals are growth goals, not achievement goals. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on where the students' performance level is at the start of the course/class. The educator sets two annual SLG goals between which all students in a class or course are included.

Beginning in the 2014-15 school year the following components are required by ODE for all educators' SLG goals.

- o **Content Standards/Skills** – Relevant content and skills students should know or be able to do.
- o **Assessments** describing how student learning and growth will be measured.
- o **Context/Students** - Description of the demographics and learning needs of all students in the class or course.
- o **Baseline Data** – Most recent data or information about the students' current performance at the start of course/class.
- o **Student Learning and Growth Goal (Targets)** - Rigorous yet realistic growth goals or targets for student achievement.
- o **Rationale** - Provides a detailed description of the reasons for selecting this specific area for a goal.
- o **Strategies** - Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress.
- o **Professional Learning and Support** – Educator identifies areas of additional learning and support needed to meet student learning and growth goals.

Beginning in 2014-2015 school year, ODE requires two categories of measures for SLG goals outlined in Table 1. Category 1 is the Oregon state assessment for ELA and Math. Category 2 measures include both commercially developed and locally developed assessments. Assessments must be aligned to state or national standards.

Teachers who are responsible for student learning in tested subjects and grades must include state assessments as one of their measures (in 2015-2016) and must include other evidence of student learning from the classroom, school, district, or national measures.

Table 1. Categories of Measures for SLG Goals

Category	Types of Measures	Guidance

1	• Oregon's state assessments*
	  o SMARTER Balanced (formerly OAKS)
	  o Extended Assessments[1]
		• Same assessment and administration guidelines are used statewide
		Required beginning in the 2015-16 school year

2	• Commercially developed assessments that include pre- and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance	• Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria[2]

[1]Used by special education teachers who provide instruction in ELA or math for those students who take extended assessments
[2]ODE will provide state criteria by June 1, 2014

Teachers entering the District at the beginning of a school year will, before October 15th, develop draft Teacher Performance Goals in consultation with the administrator. A final plan will be designed and implemented by November 1st. Progress towards goals will be communicated with an administrator at least one time between the months of December and February.

2. Professional Practice Goals: Professional Practice Goal(s) are based on the Domains and Indicators as described in the D6 Performance Criteria for Teachers. Educators will collaborate with their evaluator to identify strengths and needs relative to performance criteria and determine strategies and supports needed to elevate their practice.

B. Observation of Professional Duties

1. Probationary Teachers shall be observed a minimum of four times during each school year. A minimum of two formal observations shall be completed prior to March 1st of each year.
2. Contract Teachers shall have a minimum of one observation completed each year with at least one formal observation every two years, unless the teacher and evaluator agree to have multiple informal observations in lieu of a formal observation.
3. Temporary Teachers may be formally and informally observed during the school year.
4. A teacher may request additional observations at any time.
5. Probationary level 2 or 3 Teachers who are performing at less than a basic level or Contract Teachers performing at less than a proficient level, as measured by the Performance Criteria for Teachers, may be placed on Intensive Goal Setting where by both Teacher Performance Goals will be determined by the administrator.

C. Reports of Observation and Evaluation

1. Formal observations shall be recorded on the Observation Summary Form and signed and dated by the evaluator and the teacher.
2. Informal observations may be recorded on documents determined by the administrator; however, any information used on the Evaluation Summary Form must have been shared with the teacher, with signed and dated copies provided to the teacher within a reasonable period of time following the observation.
3. An Evaluation Summary will be completed by March 1st for Probationary Teachers who are not performing at an acceptable level of performance. Probationary Teachers who are performing at an acceptable level will be evaluated by the end of the school year.
4. The administrator shall complete the Evaluation Summary Form for Contract Teachers annually. Contract teachers shall receive full cycle evaluations at least once every two years following at least one formal observation. If agreed upon by the educator and the administrator, multiple informal observations may be the basis for evaluation.
5. Copies of the Evaluation Summary form shall be used as a basis for employment recommendations. Each form shall be signed by the administrator and the teacher. The administrator will retain a copy, the teacher will retain a copy, and one copy will be placed in the teacher's permanent personnel file.

SECTION IV: MINIMUM LEVELS OF ACCEPTABLE PERFORMANCE

Each Element of a Performance Indicator has four levels of performance:

- Unsatisfactory – Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice

- Basic – Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan.

- Proficient – Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning

- Distinguished – Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities

Data collected in observations or any other information used to evaluate teacher performance will be recorded on an observation summary form to document the teacher's overall level of performance. A teacher who is not meeting minimum standards of performance may have an Evaluation Summary Form completed at any time.

1.   A Contract Teacher receiving less than "Proficient" in one or more of the performance indicators may be placed on Intensive Goal Setting where by the administrator will select Teacher Performance Goals. Teacher Performance Goals may be altered or changed at any time a deficiency is determined by the administrator. Failure to make adequate progress on a plan of Intensive Goal Setting may result in a Program of Assistance for Improvement. If unsuccessful in making adequate progress on the Program of Assistance for Improvement, the teacher may not have his/her contract renewed or may be subject to dismissal. Less than "Proficient" in one or more of the Performance Indicators is enough to warrant a Program of Assistance for Improvement.

2.   Probationary 2 and 3 Teachers receiving Unsatisfactory in one or more of the Performance Indicators may be placed on a Program of Assistance for Improvement. If unsuccessful in making adequate progress on the Program of Assistance for Improvement, the teacher may not have his/her contract renewed or may be subject to dismissal.

3.   Probationary 1 Teachers may be non-renewed or dismissed at any time deemed in good faith sufficient by the School Board provided the Board has complied with the procedural steps in the Plan for Evaluating Teacher Performance.

4.   Bargaining Unit members who are not classroom teachers will be evaluated using the same Performance Indicators as outlined in the Performance Criteria for Teachers with emphasis placed in those areas specified by the job description.

SECTION V: PROGRAM OF ASSISTANCE FOR IMPROVEMENT

In accordance with Section IV, a teacher may be placed on a Plan of Assistance for Improvement. Notification of such action shall be made as promptly as possible in writing, stating reasons for the plan. Notification will be given to the Southern Oregon Bargaining Council representative.

A.   A conference will be scheduled between the administrator and teacher within a reasonable period of time following notification.

B.   The program will be developed in consultation with the teacher.

C.   The Program of Assistance for Improvement will be in writing, will suggest how to overcome deficiencies and with reasonable specificity, will aid the teacher in correcting identified deficiencies. A signed copy of the plan will be retained by both parties.

D.   Peer assistance shall be utilized whenever practicable and reasonable to aid the teacher to better meet the needs of students. Peer assistance shall be voluntary and will not be used as part of the evaluation process.

E.   The teacher will continue on the Plan of Assistance for Improvement for the period of time prescribed or until all objectives have been successfully met. If adequate progress toward completion of objectives has not been made, the teacher may be subject to dismissal.

F.   The Program of Assistance for Improvement and its contents are not grievable.

SECTION VI: PROCESS TIMELINE FOR TEACHER EVALUATION

September
      a.   Administrator communicates teacher evaluation plan for the year
      b.   Goal setting and self-assessments occur
      c.   Observation cycle begins

October-November

      a. Draft of professional growth goals due by October 15th.
      b. Professional Growth Goals finalized by November 1st.
      c. Self-Directed Professional Growth Plans developed and implemented

December-January-February
      a.   Observation cycle continues
      b.   Reflect on progress of Teacher Performance Goals in mid-year reflection on progress towards goals. Adjust practice if necessary.
      c.   At least two formal observations are completed on Probationary Teachers
      d.   Complete Evaluation of Probationary Teachers not meeting acceptable levels of performance and being considered for non-renewal by March 1st. Implement Intensive Goal Setting or a Plan of Assistance for Improvement

March
      a.   Notification of renewal/non-renewal of Probationary Teachers prior to March 15th
      b.   Notification of extension/non-extension of Contract Teachers prior to March 15th

April-May-June
      a.   Final evaluations completed on Contract Teachers in Standards and Collaborative Based Evaluation process
      b.   Final evaluations completed on Probationary Teachers performing successfully

PERFORMANCE CRITERIA FOR TEACHERS	
Domain 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	**Domain 2: Classroom Environment** 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
Domain 3: Instruction 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness	**Domain 4: Professional Responsibilities** 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism

CRITERION #1: PLANNING AND PREPARATION
Performance Indicator 1a: Demonstrating Knowledge of Content and Pedagogy

ELEMENTS:

Knowledge of content and the structure of the discipline

Knowledge of Prerequisite Relationships

Knowledge of Content-Related Pedagogy

INDICATORS INCLUDE:

- Lesson and Unit Plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to students questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher makes content errors. The teacher does not consider prerequisite relationships when planning. The teacher's plans use inappropriate strategies for the discipline.	The teacher's understanding of the discipline is rudimentary. The teacher's understanding of the discipline is rudimentary. Lesson and Unit plans use limited instructional strategies, and some are not suitable to the content.	The teacher can identify important concepts of the discipline and their relationships to one another. The teacher provides clear explanations of the content. The teacher answers students' questions accurately and provides feedback that furthers their learning. Instructional strategies in unit and lesson plans are entirely suitable to the content.	The teacher cites intra-and interdisciplinary content relationships. The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. The teacher's plans reflect recent developments in content-related pedagogy.

CRITERION #1: PLANNING AND PREPARATION
Performance Indicator 1b: Demonstrating Knowledge of Students

ELEMENTS:

Knowledge of child and adolescent development   **Knowledge of the learning process**

Knowledge of students' skills, knowledge, and language proficiency   **Knowledge of students' special skills**

Knowledge of students' interests and cultural heritage

INDICATORS INCLUDE:

- Formal and informal information about students gathered by the teacher for use in planning instruction
- Student interests and needs learned by the teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their heritages
- Database of students with special needs

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher does not understand child development characteristics and has unrealistic expectations for students. The teacher does not try to ascertain varied ability levels among students in the class. The teacher is not aware of students' interests or cultural heritages. The teacher takes no responsibility to learn about students' medical or learning disabilities.	The teacher cites development theory but does not seek to integrate it into lesson planning. The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates material to accommodate those differences. The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	The teacher knows. For groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium," and "low" groups of students within the class The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class.	The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information from all students about their cultural heritages. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

15

CRITERION #1: PLANNING AND PREPARATION
Performance Indicator 1c: Setting Instructional Outcomes

ELEMENTS:

Value, sequence, and alignment

Clarity

Balance

Suitability for diverse students

INDICATORS INCLUDE:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Outcomes permitting assessment of students attainment
- Outcomes differentiated for students of varied ability

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class.	Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class.	Outcomes represent high expectations and rigor. Outcomes are related to "big ideas" of the discipline. Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. Outcomes, differentiated where necessary, are suitable to groups of students in class.	The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing. The teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.

CRITERION #1: PLANNING AND PREPARATION
Performance Indicator 1d: Demonstrating Knowledge of Resources

ELEMENTS:

Resources for classroom use   **Resources for students**

Resources to Extend content knowledge and pedagogy

INDICATORS INCLUDE:

- Materials provided by the district
- Materials provided by professional organizations
- A range of texts
- Internet resources
- Community resources
- Ongoing participation by the teacher in professional education courses or professional groups
- Guest speakers

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher uses only district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand her own skill. Although the teacher is aware of some student needs, he does not inquire about possible resources.	The teacher uses materials in the school library but does no search beyond the school for resources. The teacher participates in content-area workshops offered by the school but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	Texts are at varied levels. Texts re supplemented by guest speakers and field experiences. The teacher facilitates the use of Internet resources. Resources are multidisciplinary. The teacher expands her knowledge through professional learning groups and organizations. The teacher pursues options offered by universities. The teacher provides lists of resources outside the classroom for students to draw on.	Texts re matched to student skill level. The teacher has ongoing relationships with colleges and universities that support student learning. The teacher maintains a log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.

CRITERION #1: PLANNING AND PREPARATION
Performance Indicator 1e: Designing Coherent Instruction

ELEMENTS:

Learning Activities   **Instructional groups**

Instructional materials and resources   **Lesson and unit structure**

INDICATORS INCLUDE:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicated relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Learning activities are boring and/or not well aligned to the instructional goals. Materials are not engaging, or do not meet instructional outcomes. Instructional groups do not support learning. Lesson plans are not structured or sequenced and are unrealistic in their expectations.	Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random, or they only partially support the objectives. Lesson structure is uneven or may be unrealistic about time expectations.	Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. The teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. The plan for the lesson or unit is with structured, with reasonable time allocations.	Activities permit student choice. Learning experiences connect to other disciplines. The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs.

CRITERION #1: PLANNING AND PREPARATION
Performance Indicator 1f: Designing Student Assessments

ELEMENTS:

Congruence with instructional outcomes   **Use for planning**

Criteria and standards   **Design of formative assessments**

INDICATORS INCLUDE:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Assessments do not match instructional outcomes.	Only some of the instructional outcomes are addressed in the planned assessments.	All the learning outcomes have a method for assessment.	Assessments provide opportunities for student choice.
Assessments lack criteria.	Assessment criteria are vague.	Assessment types match learning expectations.	Students participate in designing assessments for their own work.
No formative assessments have been designed.	Plans refer to the use of formative assessments, but they are not fully developed.	Plans indicate modified assessments when they are necessary for some students.	Teacher-designed assessments are authentic, with real-world application as appropriate.
Assessment results do not affect future plans.	Assessment results re used to design lesson plans for the whole class, not individual students.	Assessment criteria are clearly written.	Students develop rubrics according to teacher-specified learning objectives.
		Plans include formative assessments to use during instruction.	Students are actively involved in collection information for formative assessments and provide input.
		Lesson plans indicate possible adjustments based on formative assessment data.	

CRITERION #2: CLASSROOM ENVIRONMENT
Performance Indicator 2a: Creating an Environment of Respect and Rapport

ELEMENTS:

Teacher interactions with students, including both words and actions

Student interactions with other students, including both words and actions

INDICATORS INCLUDE:

- Respectful talk, active listening, and turn-taking
- Acknowledgement of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. Student body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or caring about, individual students. The teacher disregards disrespectful interactions among students.	The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students, with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	Talk between teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students. Students exhibit respect for the teacher.	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. There is no disrespectful behavior among students. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.

CRITERION #2: CLASSROOM ENVIRONMENT
Performance Indicator 2b: Establishing a Culture for Learning

ELEMENTS:

Importance of the content and of learning   **Student pride in work**

Expectations for learning and achievement

INDICATORS INCLUDE:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

LEVEL OF PERFORMANCE			
UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Students use language incorrectly; the teacher does not correct them.	The teacher's energy for the work is neutral, neither indication a high level of commitment nor ascribing the need to do the work to external forces. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." The teacher's primary concern appears to be to complete the task at hand. The teacher urges, but does not insist, that students use precise language.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher demonstrates a high regard for students' abilities. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. The teacher insists on precise us of language by students.	The teacher communicates passion for the subject. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students indicate through their questions and comments a desire to understand the content. Students assist their classmates in understanding the content. Students take initiative in improving the quality of their work. Students correct one another in their use of language.

CRITERION #2: CLASSROOM ENVIRONMENT
Performance Indicator 2c: Managing Classroom Procedures

Management of instructional groups

Management of transitions

Management of materials and supplies

Performance of classroom routines

INDICATORS INCLUDE:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Students not working with the teacher are not productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures.	Students not working directly with the teacher are only partially engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function evenly.	Students are productively engaged during small group or independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly.	With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.

CRITERION #2: CLASSROOM ENVIRONMENT			
Performance Indicator 2d: Managing Student Behavior			

ELEMENTS:

Expectations

Monitoring of student behavior

Response to student misbehavior

INDICATORS INCLUDE:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

LEVEL OF PERFORMANCE			
UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
The classroom environment is chaotic, with no standards of conduct evident. The teacher does not monitor student behavior. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	The teacher attempts to maintain order in the classroom rules, but with uneven success. The teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	Standards of conduct appear to have been established and implemented successfully. Overall, student behavior is generally appropriate. The teacher frequently monitors student behavior. The teacher's response to student misbehavior is effective.	Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. The teacher silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

CRITERION #2: CLASSROOM ENVIRONMENT
Performance Indicator 2e: Organizing Physical Space

ELEMENTS:

Safety and accessibility

Arrangement of furniture and use of physical resources

INDICATORS INCLUDE:

- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or see the board. Available technology is not being used even if it is available and its use would enhance the lesson.	The physical environment is safe, and most students can see and hear the teacher or se the board. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources.	The classroom is safe, and all students are able to see and hear the teacher or see the board. The classroom is arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology.	Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the learning activities and the physical environment. Students take the initiative to adjust the physical environment. The teacher and students make extensive and imaginative use of available technology.

CRITERION #3: INSTRUCTION
Performance Indicator 3a: Communicating With Students

Expectations for learning   **Explanations of content**

Directions for activities   **Use of oral and written language**

INDICATORS INCLUDE:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
At no time during the lesson does the teacher convey to students what they will be learning.	The teacher provides little elaboration or explanation about what the students will be learning.	The teacher states clearly, at some point during the lesson, what the students will be learning.	If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
Students indicate through body language of questions that they don't understand the content being presented.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
The teacher makes a serious content error that will affect students' understanding of the lesson.	The teacher makes no serious content errors but may make minor ones.	The teacher makes no content errors.	The teacher points out possible areas for misunderstanding.
Students indicate through their questions that they are confused about the learning task.	The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.	The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.	The teacher invites students to explain the content to their classmates.
The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.	The teacher must clarify the learning task so students can complete it.	Students engage with the learning task, indicating that they understand what they are to do.	Students suggest other strategies they might use in approaching a challenge or analysis.
The teacher's vocabulary is inappropriate to the age or culture of the students.	The teacher's vocabulary and usage are correct but unimaginative.	If appropriate, the teacher models the process to be followed in the task.	The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.
	When the teacher attempts to explain academic vocabulary, it is only partially successful.	The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.	Students use academic language correctly.
	The teacher's vocabulary is too advanced, or too juvenile, for students.	The teacher's vocabulary is appropriate to students' ages and levels of development.	

25

CRITERION #3: INSTRUCTION
Performance Indicator 3b: Using Questioning and Discussion Techniques

ELEMENTS:

Quality of questions/prompts   **Student participation**

Discussion techniques

INDICATORS INCLUDE:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- High levels of student participation in discussion

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Questions are rapid-fire and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between the teacher and students: students are not invited to speak directly to one another. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number actually participate in the discussion. The teacher asks students to explain their reasoning, but only some students attempt to do so.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. Discussions enable students to talk to one another without ongoing mediation by teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. The teacher asks students to justify their reasoning, and most attempt to do so.	Students initiate higher-order questions. The teacher builds on and uses student responses to questions in order to deepen student understanding. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion and challenge one another's thinking. Virtually all students are engaged in the discussion.

26

CRITERION #3: INSTRUCTION
Performance Indicator 3c: Engaging Students in Learning

ELEMENTS:

Activities and assignments   **Instructional materials and resources**

Grouping of students   **Structure and pacing**

INDICATORS INCLUDE:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works"
- Suitable pacing of the lesson: neither dragged our nor rushed, with time for closure and student reflection

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Few students are intellectually engaged in the lesson.

Learning tasks/activities and materials require only recall or have a single correct response or method.

Instructional materials used are unsuitable to the lesson and/or the students.

The lesson drags or is rushed.

Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement. | Some students are intellectually engaged in the lesson.

Learning tasks are a mix of those requiring thinking and those requiring recall.

Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.

The materials and resources are partially aligned to the lesson objectives.

Few of the materials and resources require student thinking or ask students to explain their thinking.

The pacing of the lesson is uneven-suitable in parts but rushed or dragging in others.

The instructional groupings used are partially appropriate to the activities. | Most students are intellectually engaged in the lesson.

Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.

Students are invited to explain their thinking as part of completing tasks.

Materials and resources support the learning goals and require intellectual engagement, as appropriate.

The pacing of the lesson provides students the time needed to be intellectually engaged.

The teacher uses groupings that are suitable to the lesson activities. | Virtually all students are intellectually engaged in the lesson.

Lesson activities require high-level student thinking and explanations of their thinking.

Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.

Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. |

CRITERION #3: INTRUCTION
Performance Indicator 3d: Using Assessments in Instruction

ELEMENTS:

Assessment criteria   **Student self-assessment and monitoring of progress**

Monitoring of student learning   **Feedback to students**

INDICATORS INCLUDE:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to only one student. The teacher does no ask students to evaluate their own or classmates' work.	There is little evidence that the students understand how their work will be evaluated. The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. Feedback to students is vague and not oriented toward future improvement of work. The teacher makes only minor attempts to engage students in self- or peer assessment.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements; most of them do so. Feedback includes specific and timely guidance, at least for groups of students.	Students indicate that the clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

CRITERION #3: INSTRUCTION			
Performance Indicator 3e: Demonstrating Flexibility and Responsiveness			

Lesson adjustment

Response to students

Persistence

INDICATORS INCLUDE:
- Incorporation of students' interests and daily events into a lesson
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
- The teacher seizing on a teachable moment

LEVEL OF PERFORMANCE			
UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
The teacher ignores indications of student boredom or lack of understanding. The teacher brushes aside students' questions. The teacher conveys to students that when they have difficulty learning it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students. The teacher makes no attempt to adjust the lesson in response to student confusion.	The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. In reflection on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. The teacher's attempts to adjust the lesson are partially successful.	The teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that she has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. When improvising becomes necessary, the teacher makes adjustments to the lesson.	The teacher seizes on a teachable moment to enhance the lesson. The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to us. In reflecting on practice, the teacher can cite others in school and beyond whom he has contacted for assistance in reaching some students. The teacher's adjustments to the lesson, when they are needed are designed to assist individual students.

29

CRITERION #4: PROFESSIONAL RESPONSIBILITIES
Performance Indicator 4a: Reflecting on Teaching

ELEMENTS:

Accuracy

Use in future teaching

INDICATORS INCLUDE:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement	The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.	The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved.	The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. The teacher's suggestions for improvement draw on an extensive repertoire.

CRITERION #4: PROFESSIONAL RESPONSIBILITIES
Performance Indicator 4b: Maintaining Accurate Records

ELEMENTS:

Student completion of assignments	**Non-instructional Records**
Knowledge and Compliance of Special Education Laws*	**Student progress in learning**
IEP Writing*	

   * Elements for Special Education Provider Only

INDICATORS INCLUDE:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate non-instructional records.

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
There is no system for either instructional or non-instructional records. Record-keeping systems are in disarray and provide incorrect or confusing information.	The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.	The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non-instructional information is both efficient and effective.	Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class.

CRITERION #4: PROFESSIONAL RESPONSIBILITIES (SPECIAL EDUCATION PROVIDER ONLY)			
Performance Indicator 4b: Maintaining Accurate Records			
LEVEL OF PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher demonstrates little or no knowledge of special education laws, and procedures, and/ or does not follow established procedures and guidelines. IEP's are not thorough or poorly written. They may not include recommendations or recommendations are inappropriate.	Teacher demonstrates basic knowledge of special education laws and procedures, but needs support in implementation. Established timelines and safeguards are not always followed. IEP's are not always thorough, may be poorly written or unnecessarily long. Recommendations are somewhat appropriate.	Teacher demonstrates thorough knowledge of special education laws and procedures. Ensures that all procedural timelines and safeguards are faithfully adhered to. IEP's are thorough and well written, they include appropriate recommendations.	Teacher demonstrates extensive knowledge of special education laws and procedures. Fully understands and complies with procedural timelines and safeguards. IEP's are thorough yet concise, well written and include appropriate and meaningful recommendations that uniquely address student needs.

CRITERION #4: PROFESSIONAL RESPONSIBILITIES			
Performance Indicator 4c: Communicating with Families			

ELEMENTS:

Information about the instructional program

Information about individual students

Engagement of families in the instructional program

INDICATORS INCLUDE:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

LEVEL OF PERFORMANCE			
UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Little or no information regarding he instructional program is available to parents. Families are unaware of their children's progress. Family engagement activities are lacking. There is some culturally inappropriate communication.	School- or district-created materials about the instructional program are sent home. The teacher sends home infrequent or incomplete information about the instructional program. The teacher maintains a school-required gradebook but does little else to inform families about student progress. Some of the teacher's communications are inappropriate to families' cultural norms.	The teacher regularly makes information about the instructional program available. The teacher regularly sends home information about student progress. The teacher develops activities designed to engage families successfully and appropriately in their children's learning. Most of the teacher's communications are appropriated to families' cultural norms.	Students regularly develop materials to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process. All of the teacher's communications are highly sensitive to families' cultural norms.

CRITERION #4: PROFESSIONAL RESPONSIBILITIES
Performance Indicator 4d: Participating in a Professional Community

ELEMENTS:

Relationships with colleagues   **Service to the school**

Involvement in a culture of professional inquiry   **Participation in school and district projects**

Consultation*

   * Elements for Special Education Provider Only

INDICATORS INCLUDE:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher's relationships with colleagues are characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and district and community projects.	The teacher has cordial relationships with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities as well as district and community projects.	The teacher has supportive and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school events and school district and community projects.	The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and leads events that positively impact school life. The teacher regularly contributes to and leads significant district and community projects.

34

CRITERION #4: PROFESSIONAL RESPONSIBILITIES (Special Education Provider Only)				
Performance Indicator 4d: Participating in a Professional Community				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Consultation	Teacher does not consult or advocate for students with administrators, teachers, and support personnel.	Teacher sometimes consults and advocates for students with administrators, teachers, and support personnel.	Teacher consults and advocates for students with administrators, teachers, and support personnel.	Teacher proactively consults and advocates for students with administrators, teachers, and support personnel in a manner that is well delivered.

CRITERION #4: PROFESSIONAL RESPONSIBILITIES
Performance Indicator 4e: Growing and Developing Professionally

Enhancement of content knowledge and pedagogical skill

Receptivity to feedback from colleagues

Service to the profession

INDICATORS INCLUDE:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher is not involved in any activity that might enhance knowledge or skill. The teacher purposefully resists discussing performance with supervisors or colleagues. The teacher ignores invitations to join professional organizations or attend conferences.	The teacher participates in professional activities when they are required or provided by the district. The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to professional organizations.	The teacher seeks regular opportunities for continued professional developments. The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. The teacher actively participates in organizations designed to contribute to the profession.	The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

36

CRITERION #4: PROFESSIONAL RESPONSIBILITIES
Performance Indicator 4f: Showing Professionalism

ELEMENTS:

Integrity and ethical conduct   **Advocacy**

Service to students   **Decision making**

Compliance with school and district regulations   **Team Meetings***
   ***Elements for Special Education Provider Only**

INDICATORS INCLUDE:

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first
- The teacher consistently fulfilling district mandates regarding policies and procedures

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher is dishonest. The teacher does not notice the needs of students. The teacher engages in practices that are self-serving. The teacher willfully rejects district regulations.	The teacher is honest. The teacher notices the needs of students but is inconsistent in addressing them. The teacher does not notice that some school practices result in poor conditions for students. The teacher makes decisions professionally but on a limited basis. The teacher complies and district regulations.	The teacher is honest and known for having high standards of integrity. The teacher actively addresses student needs. The teacher actively works to provide opportunities for student success. The teacher willingly participates in team and departmental decision making. The teacher complies completely with district regulations.	The teacher is considered a leader in terms of honesty, integrity, and confidentiality. The teacher is highly proactive in serving students. The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. The teacher takes a leadership role in team and departmental decision making. The teacher takes a leadership role regarding district regulations.

	LEVEL OF PERFORMANCE			

CRITERION #4: PROFESSIONAL RESPONSIBILITIES - Special Education Service Provider Only
Performance Indicator 4f: Showing Professionalism

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Team Meetings	If Chair, does not follow state mandated guidelines for annual reviews. If participant, contributes in an irrelevant manner to meeting.	If Chair, may not follow state mandated guidelines for annual reviews. If participant, contributes in an unfocused way to meeting.	If Chair, follows state mandated guidelines for annual reviews. If participant, contributes in a meaningful way to meeting.	If Chair, effectively follows state mandated guidelines for annual reviews. If participant, contributes in a meaningful and concise way to meeting.

	CRITERION #5: STUDENT GROWTH GOAL AND TARGET Performance Indicator 5.1:			
	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Goal Setting	The teacher makes no attempt to establish goals using the goal setting process.	The teacher makes little effort to set rigorous goals as a part of the goal setting process.	The teacher sets rigorous goals as a part of the goal setting process.	The teacher sets rigorous goals as a part of the goal setting process and supports other staff in the setting of rigorous student goals.
Instructional Practices	The teacher makes no attempt to adjust strategies throughout the school year as part of the goal setting process, no progress monitoring, no reflection.	The teacher makes little effort to adjust strategies or progress monitor throughout the school year as a part of the goal setting process, minimal reflection.	The teacher monitors student progress, adjusting strategies as needed as a part of the goal setting process, reflection on outcomes.	The teacher continuously monitors student progress, adjusting strategies as needed as a part of the goal setting process, substantive reflection on outcomes and supports other staff to adjust strategies to achieve student growth goals.
Student Impact	The teacher demonstrates little or no student growth over the course of an academic year.	The teacher demonstrates growth but does not meet the collaboratively established student growth goal.	The teacher demonstrates growth that meets the collaboratively established student growth goal.	The teacher demonstrates growth that exceeds the collaboratively established student growth goal.

Note: Although not classified as Performance Standards, the following are expectations of the District for all employees. Failure to comply with these requirements will be cause for disciplinary action up to and including dismissal.

Attendance and Punctuality
The employee has regular attendance at work and work activities, and is punctual in meeting deadlines, attending meetings, and following schedules.

Personal Appearance
The employee is dressed and groomed in a neat, clean, appropriate and professional manner for the assignment and work setting.

Confidentiality
The employee maintains the integrity of confidential information relating to a student, family, colleague, or district patron. The employee uses or relays personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.

Following Policies and Directives
The employee follows all district or supervisor policies, rules, regulations, memos, bulletins, announcements, applicable position descriptions, and reasonable requests by proper authority.

All licensed employees will meet the Teacher Standards and Practices Commission (TSPC) Standards for Competent and ethical Educators as listed in OAR 584-20-010, 584-20-015, 584-20-020, 584-20-025, 584-20-030, and
584-20-035.

NAME		SCHOOL		DATE	
ASSIGNMENT/GRADE LEVEL			**CONTRACT STATUS:**		
ADMINISTRATOR		**SCHOOL YEAR**			

		SLG GOAL 1
INITIAL GOAL SETTING CONFERENCE	**Content Standards/Skills:** *Based on specific state or national standards.*	
	Assessments *How will SLG be measured?*	☐ Category 1 _____ ☐Category 2 _____
	Context/Students *Description of demographics and learning needs of students in class.*	
	Baseline Data *Learning needs of my students. Identify supporting data.*	
	Student Growth Goal (Targets) *Smart Goal Format. Target can be tiered to allow all students demonstrate development and growth*	
	Rationale Detailed description of the reasons for selecting this specific area for a goal. Includes a discussion of baseline data as well as current practice within the school and/or classroom.	
	Strategies *Instructional strategies I will implement to allow students tp attain*	

	this goal.	
	Professional Learning and Support *Additional learning and support needed to meet SLG Goal.*	

	SLG GOAL 2	
INITIAL GOAL SETTING CONFERNECEININITIAL	**Assessments** *How will SLG be measured?*	☐ Category 1 _____ ☐ Category 2 _____
	Context/Students *Description of demographics and learning needs of students in class.*	
	Baseline Data *Learning needs of my students. Identify supporting data.*	
	Student Growth Goal (Targets) *Smart Goal Format. Target can be tiered to allow all students demonstrate development and growth*	
	Rationale Detailed description of the reasons for selecting this specific area for a goal. Includes a discussion of baseline data as well as current practice within the school and/or classroom.	
	Strategies *Instructional strategies I will implement to allow students to attain this goal.*	
	Professional Learning and Support *Additional learning and support needed to meet SLG Goal.*	

PROFESSIONAL GROWTH GOAL

INITIAL GOAL SETTING CONFERENCE		
	Professional Growth Goal(s): *Professional goals are based on the standards of professional practice and responsibilities described in the D6 Plan for Teacher Evaluation.*	
	Strategies *Strategies or activities I will implement to allow students to attain this goal.*	
	Professional Learning and Support: *Additional learning and support needed to meet Professional Growth Goal.*	

Sign-Off at Initial Collaborative Meeting: Date: _____ Teacher: _____ Principal: _____

COLLABORATIVE MID-YEAR REVIEW OF PROGRESS

MID-YEAR-REVIEW		
	Collaborative Mid-Year Goal Review: *What progress has been made? What evidence is used to evaluate and determine progress?*	
	Strategy Modification What adjustment needs to be made to my strategies?	
	Teacher Signature:	**Date:**	**Administrator/evaluator Signature:**	**Date:**

		END OF YEAR REFLECTION OF GOALS
END-OF-YEAR REFLECTION	**End of Year Data - Goal Reflection:** *Collect data to evaluate success of SLG's and Professional Practice Goal.*	
	Reflection on Results *Reflect on the effectiveness of strategies.*	
	Professional Growth Plan Implications *Determine future professional growth and learning.*	

	Summative Evaluation		
SUMMATIVE EVALUATION	Full Cycle:		Off Year Evaluation

This evaluation is based on reviewing evidence from three categories: professional practice, professional responsibilities, and student learning and growth. Check all measures (tools, instruments, protocols, assessments, and processes used to collect evidence) that apply to this evaluation cycle:

_____ Formal Observation   _____ Informal Observations   _____ Lesson Plans

_____ Examples of Curriculum Design   _____ Student Work   _____ Goal Setting

_____Teacher reflections and/self evaluation   _____ Peer collaboration   _____ Meetings

_____ Record Keeping   _____Building Leadership

_____Other_____

Complete for full cycle only, disregard off-Year

DOMAIN (SCORE)	UNSATISFACTORY (1)	BASIC (2)	PROFICIENT (3)	DISTINGUISHED (4)	SCORE
PLANNING AND PREPARATION					
LEARNING ENVIRONMENT					
INSTRUCTION					
PROFESSIONAL RESPONSIBILITIES					
STUDENT LEARNING AND GROWTH					
		Total Score:		Average Score:	

Complete for all licensed staff annually

1.	**In what ways has the teacher met, failed to meet or exceeded the performance criteria for teachers?**	
2.	**In what ways has the teacher met, failed to meet or exceeded his/her performance**	

	goals?	
3.	**In what areas has the teacher shown development and growth in the teaching profession?**	
4.	**In what specific areas does the teacher need to demonstrate additional development and growth, including professional learning opportunities.**	
5.	**Teacher's response, if desired, as provided by law.**	
6.	**The following attachments are part of this report.**	

SUPERVISOR RECOMMENDATION

Renewal of contract with advancement in salary	
Renewal of contract with planned assistance required	
Termination of contract	
Other:	

Beginning in the 2014-15 school year, all districts will use the Oregon Matrix Model for their summative evaluations. In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersects with Student Learning and Growth (SLG) culminating in a Professional Growth Plans (Facilitative, Collegial, Consulting, Directed) and summative performance level. When there is a discrepancy between the PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy in order to then determine the Professional Growth Plan and corresponding summative performance level.

Y-AXIS: Combined Rating on Professional Practice and Professional Responsibilities (PP/PR)

	LEVEL 1 (Lowest)	LEVEL 2	LEVEL 3	LEVEL 4 (Highest)
LEVEL 4 (Highest)	**COLLEGIAL** Focus on SLG Goals ***SLG INQUIRY** due to **LOW** level of fidelity between measures — **3**	**FACILITATIVE *or* COLLEGIAL** Focus on SLG Goals Determined post inquiry ***SLG INQUIRY** due to only **SOME** level of fidelity between measures — **3 or 4**	**FACILITATIVE** **GOOD** level of fidelity between measures — **4**	**FACILITATIVE** **HIGHEST** level of fidelity between measures — **4**
LEVEL 3	**COLLEGIAL *or* CONSULTING** Focus on SLG Goals Determined post inquiry ***SLG INQUIRY** due to **SOME** level of fidelity between measures — **2 or 3**	**COLLEGIAL PLAN** **GOOD** level of fidelity between measures — **3**	**COLLEGIAL** **HIGHEST** level of fidelity between measures — **3**	**COLLEGIAL** **GOOD** level of fidelity between measures — **3**
LEVEL 2	**CONSULTING** **GOOD** level of fidelity between measures — **2**	**CONSULTING** **HIGHEST** level of fidelity between measures — **2**	**CONSULTING** **GOOD** level of fidelity between measures — **2**	**COLLEGIAL *or* CONSULTING** Determined post inquiry ***PP/PR INQUIRY** due to only **SOME** level of fidelity between measures — **2 or 3**
LEVEL 1 (Lowest)	**DIRECTED** **HIGHEST** level of fidelity between measures — **1**	**DIRECTED** **GOOD** level of fidelity between measures — **1**	**CONSULTING *or* DIRECTED** Determined post inquiry ***PP/PR INQUIRY** due to only **SOME** level of fidelity between measures — **1 or 2**	**CONSULTING** ***PP/PR INQUIRY** due to only **LOW** level of fidelity between measures — **2**
	LEVEL 1 (Lowest)	LEVEL 2	LEVEL 3	LEVEL 4 (Highest)

X-AXIS: Rating on Student Learning and Growth

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

STATEWIDE COMPONENTS OF THE OREGON MATRIX

How does an evaluator determine level 1-4 on the Y-axis and X-axis of the matrix and a final summative performance level at the end of an educator's evaluation cycle?

I. **Y-Axis: Professional Practice and Professional Responsibilities (PP/PR)**
    First, the evaluator will need to determine the combined performance level for PP/PR based on data from the district's rubric. The evaluator will already have gauged the educator's performance on each standard/performance indicator on the rubric with four performance levels. For example, in a Danielson rubric, educators will have received a performance level for all 22 components (for Marshall rubrics, 60 components; for LEGENDS 29 components; etc.). The evaluator will then:
    1. Add up all component scores to get the total points possible;
    2. Divide by the number of components (based on the # of components in the rubric);
    3. Get a rating between 1 and 4 for PP/PR;
    4. Use the following thresholds to determine PP/PR level:
        >   3.6 - 4.0 = 4 PP/PR
        >   2.81-3.59 =3 PP/PR
        >   1.99 – 2.8 = 2 PP/PR*
        >   < 1.99 = 1 PP/PR

        >   ***PP/PR Scoring Rule**: If the educator scores two 1's in any PP/PR component and his/her average score falls between 1.99-2.499, the educator's performance level cannot be rated above a 1.

    5. Find the PP/PR performance level (1-4) on the Y-axis of the matrix.

II. **X-Axis: Student Learning and Growth (SLG)**
    After the educator's PP/PR performance level is determined, their Professional Growth Plan and summative performance level is then found by looking at the educator's rating on SLG goals. The level of performance on SLG will be determined by scoring the SLG goals using the Oregon SLG Goal scoring rubric (see page 4). All educators will set two SLG goals annually. Educators on a two year evaluation cycle will select two of the four goals collaboratively with their evaluator to be included in their summative evaluation. *Math and ELA teachers (grades 3-8 and 11) and administrators must use Category 1 assessments for one of the two goals.*
    1. Score the SLG goals using the SLG Scoring Rubric;
    2. Get a rating between 1 and 4 for SLG;
    3. Use the thresholds below to determine SLG level;
    4. Find the SLG performance level (1-4) on the X-Axis of the matrix.

Level 4	Level 3	Level 2	Level 1
You must score:	You could score:	You could score:	You could score:
• 4 on both goals	• 3 on both goals, or • 3 on one goal & 4 on one goal, or • 4 on one goal & 2 on one goal	• 2 on both goals, or • 2 on one goal & 3 on one goal, or • 3 on one goal & 1 on one goal, or • 4 on one goal & 1 on one goal	• 1 on both goals, or • 1 on one goal & 2 on one goal

Scoring Student Learning and Growth (SLG) Goals

The following tools are used to score SLG goals to determine the educator' impact on SLG in the summative evaluation.

SLG Quality Review Checklist

Before SLG goals are used in teacher and administrator evaluations, this checklist should be used in in order to approve them. For an SLG goal to be approved, all criteria must be met.

Baseline Data	Yes	No
Is baseline data used to make data-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?		
Student Learning and Growth Goals		
Is the SLG goal written as a "growth" goals vs. "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address relevant and specific knowledge and skills aligned to the course curriculum based on state or national content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

SLG Scoring Rubric

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and supervisor/evaluator. This rubric applies to both teacher and administrator evaluations.

Distinguished *(Highest)*	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Proficient	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Basic	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Unsatisfactory *(Lowest)*	This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

Jackson County School District #6
OBSERVATION SUMMARY FORM

This form will be completed by the Administrator following an observation of a teacher.

Teacher: [   ]   Evaluator: [   ]

Date of Observation: [   ]   [   ] Time: [   ]   Class:

Teacher completes this section prior to formal observation

Pre-Conference date:
Briefly describe on an attached sheet, objectives to be observed, activities, student characteristics and how results will be evaluated.

CRITERION	EVALUATOR COMMENTS
I PLANNING AND PREPARATION Performance Indicators 1.a 1.b 1.c 1.d 1.e 1.f	
II CLASSROOM ENVIRONMENT Performance Indicators	
III INSTRUCTION Performance Indicators	
IV PROFESSIONAL RESPONSIBILITIES Performance Indicators	

Post-Conference Date:

Commendations:

Suggestions for Improvement:

Teacher Comments:

This is to certify that we have read and discussed the above report.

Teacher Signature: _____   Date: _____

Administrator Signature: _____   Date: _____