REEDSPORT SCHOOL DISTRICT

TEACHER EVALUATION HANDBOOK

*Following the Oregon Framework for Teacher and Administrator Evaluation and Support Systems*

***APPENDIX – C Page 1 of 2***

FORMAL PRE-OBSERVATION REPORT

Teacher Supervisor

Date Time Subject Taught

1. Objective(s) of the lesson and relevant standard(s):
2. Procedure(s):
3. Teacher’s plan to evaluate student achievement objective(s):

How do you plan to make use of the results of the assessment?

1. Specific request for observation (e.g., skills, techniques, pupil interactions, etc.):

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OBSERVATION REFLECTION SHEET

To be completed by the teacher following each formal observation and taken to post-observation conference.

NAME SCHOOL

GRADE/SUBJECT DATE

1. As I reflect on the lesson, to what extent were the students productively engaged in the work? How do I know?
2. Did the students learn what I expected them to learn? Were my instructional goals met? Or how and when will I know?
3. Did I alter my goals or my work plan as I taught the lesson? Why? How?
4. If I had the opportunity to teach this lesson again, to this same group of students, what would I do differently? Why?

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#### Self-Assessment Form – Start of Year and Prior to Summative Evaluation Due:

Teacher Name: School: Assignment Date:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain I: The Learner and Learning** | **U** | **B** | **P** | **E** | **NA** |
| Standard 1: Learner Development |  |  |  |  |  |
| Standard 2: Learning Differences |  |  |  |  |  |
| Standard 3: Learning Environments |  |  |  |  |  |
| Comments: |  |  |  |  |  |
| **Domain II: Content** | **U** | **B** | **P** | **E** | **NA** |
| Standard 4: Content Knowledge |  |  |  |  |  |
| Standard 5: Application of Content |  |  |  |  |  |
| Comments: |  |  |  |  |  |
| **Domain III: Instructional Practice** | **U** | **B** | **P** | **E** | **NA** |
| Standard 6: Assessment |  |  |  |  |  |
| Standard 7: Planning for Instruction |  |  |  |  |  |
| Standard 8: Instructional Strategies |  |  |  |  |  |
| Comments: |  |  |  |  |  |
| **Domain IV: Professional Responsibility** | **U** | **B** | **P** | **E** | **NA** |
| Standard 9: Professional Learning and Ethical Practices |  |  |  |  |  |
| Standard 10: Leadership and Collaboration |  |  |  |  |  |
| Comments: |  |  |  |  |  |
| OVERALL Comments: |  |  |  |  |  |

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#### Formative Evaluation Form – Optional Mid-Year Tool

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain I: The Learner and Learning** | **U** | **B** | **P** | **E** | **NA** |
| Standard 1: Learner Development |  |  |  |  |  |
| Standard 2: Learning Differences |  |  |  |  |  |
| Standard 3: Learning Environments |  |  |  |  |  |
| Comments: |  |  |  |  |  |
| **Domain II: Content** | **U** | **B** | **P** | **E** | **NA** |
| Standard 4: Content Knowledge |  |  |  |  |  |
| Standard 5: Application of Content |  |  |  |  |  |
| Comments: |  |  |  |  |  |
| **Domain III: Instructional Practice** | **U** | **B** | **P** | **E** | **NA** |
| Standard 6: Assessment |  |  |  |  |  |
| Standard 7: Planning for Instruction |  |  |  |  |  |
| Standard 8: Instructional Strategies |  |  |  |  |  |
| Comments: |  |  |  |  |  |
| **Domain IV: Professional Responsibility** | **U** | **B** | **P** | **E** | **NA** |
| Standard 9: Professional Learning and Ethical Practices |  |  |  |  |  |
| Standard 10: Leadership and Collaboration |  |  |  |  |  |
| Comments: |  |  |  |  |  |
| OVERALL Comments: |  |  |  |  |  |

Teacher Name: Probationary:  Year Contract  Supervisor: School: Assignment

Teacher Supervisor Date This Evaluation has been discussed between the supervisor and teacher.

**APPENDIX – D Page 3 of 4**

#### Summative Evaluation Form

Teacher Name: Probationary:  Year Contract  Supervisor: School: Assignment

|  |  |
| --- | --- |
| **Performance****Levels** | **Definitions of Performance as Applied to Standards of Professional Practice** |
| **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 |
| **Exemplary** | 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 |
| **Summative Rating** | The Summative Rating is determined by compiling the ratings from each of the four (4) domains with each rating receiving the following point values: Unsatisfactory (1); Basic (2); Proficient (3); and Exemplary (4). Scores will be totaled to reflect the following summative ratings: |

**Domain I: The Learner and Learning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **U** | **B** | **P** | **E** | **NA** |
| Standard 1: Learner Development |  |  |  |  |  |
| Standard 2: Learning Differences |  |  |  |  |  |
| Standard 3: Learning Environments |  |  |  |  |  |
| D**omain I: The Learner and Learning** |  |  |  |  |  |
| Comments: |

**Domain II: Content**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **U** | **B** | **P** | **E** | **NA** |
| Standard 4: Content Knowledge |  |  |  |  |  |
| Standard 5: Application of Content |  |  |  |  |  |
| D**omain II: Content** |  |  |  |  |  |
| Comments: |

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**Domain III: Instructional Practice**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **U** | **B** | **P** | **E** | **NA** |
| Standard 6: Assessment |  |  |  |  |  |
| Standard 7: Planning for Instruction |  |  |  |  |  |
| Standard 8: Instructional Strategies |  |  |  |  |  |
| D**omain III: Instructional Practice** |  |  |  |  |  |
| Comments: |

**Domain IV: Professional Responsibility**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **U** | **B** | **P** | **E** | **NA** |
| Standard 9: Professional Learning and Ethical Practices |  |  |  |  |  |
| Standard 10: Leadership and Collaboration |  |  |  |  |  |
| D**omain IV: Professional Responsibility** |  |  |  |  |  |
| Comments: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summative Rating and Additional Comments** | **U** | **B** | **P** | **E** | **NA** |
| Domain I: The Learner and Learning |  |  |  |  |  |
| Domain II: Content |  |  |  |  |  |
| Domain III: Instructional Practice |  |  |  |  |  |
| Domain IV: Professional Responsibility |  |  |  |  |  |
| **Summative Rating:** |  |  |  |  |  |
| Comments: |

Recommendation:

Contract Extension  Contract Renewal  Other  Details:

The teacher has attached comments to this conference form:  Yes  No

Teacher Supervisor Date This Evaluation has been discussed between the supervisor and teacher.

**Original to Human Resources Copy to Supervisor Copy to Teacher**

**APPENDIX – E Page 1 of 6**

## REEDSPORT SCHOOL DISTRICT TEACHER GOALS PROCESS TEMPLATE

**(The use of this form is a starting point. Other formats may be more effective and may be attached.)**

|  |  |
| --- | --- |
| Teacher |  |
| Assignment |  |
| School |  |
| Administrator |  |

|  |  |  |
| --- | --- | --- |
| **Initial Conference** | **Domain (1-4)**Which of the domains is your goal focused on? |  |
| **Specific Domain Standard(s)**Which 1-2 standards are your goal targets? |  |
| **Rationale**Why are you choosing this goal? |  |
| **Goal Statement**(written in **SMART** format) |  |
| **Strategies for Improvement**Provide specific strategies, actions, and activities that will lead to goal attainment. |  |
| **Evidence/Artifacts**What evidence or artifacts could be collected? |  |
| **Implications for Professional Growth**What professional development will help me accomplish my goal?How has my self-assessment and evaluation informed my professional development needs?How might I team with colleagues in professional development toward my goal?How will my professional development impact my student growth goal? |  |
| Teacher Signature: | Date: | Administrator Signature: | Date: |
|  |  |  |  |  |

**APPENDIX – E Page 2 of 6**

## REEDSPORT SCHOOL DISTRICT TEACHER MID-YEAR GOALS PROCESS TEMPLATE

### (The use of this form is optional except as noted for staff on a plan of assistance.)

|  |  |  |
| --- | --- | --- |
| **Mid-Year Review** | **Collaborative Mid-Year Data Review**What progress has been made? Attach supporting data. |  |
| **Strategy Modification**What adjustments need to be made to my strategies? |  |
| **Strategies for Professional Growth** Has my professional growth to date been relative?How has my professional growth impacted student learning?Have my professional growth needs changed? If so, how? |  |
| Teacher Signature: | Date: | Administrator Signature: | Date: |
| Teacher |  |
| Assignment |  |
| School |  |
| Administrator |  |

**APPENDIX – E Page 3 of 6**

## REEDSPORT SCHOOL DISTRICT TEACHER GOALS PROCESS TEMPLATE

### (The use of this form is optional for goal reviews. Other formats may be more effective.)

|  |  |
| --- | --- |
| Teacher |  |
| Assignment |  |
| School |  |
| Administrator |  |

|  |  |  |
| --- | --- | --- |
| **Evaluation Conference** | **End-of-Year Data**What does the end of the year data show? Attach data. |  |
| **Reflection on Results**Overall, what worked, or what should be refined? |  |
| **Professional Growth Reflection** How can I use the results to support my future professional growth?What additional professional growth needs do I have based on my self assessment? |  |
| Teacher Signature: | Date: | Administrator Signature: | Date: |

**APPENDIX – E Page 4 of 6**

## REEDSPORT SCHOOL DISTRICT TEACHER STUDENT GROWTH GOALS PROCESS TEMPLATE

### Two (2) goals in this area are required. The use of this form is optional for writing students growth goals if another format would be more effective.

|  |  |
| --- | --- |
| Teacher |  |
| Assignment |  |
| School |  |
| Administrator |  |

|  |  |  |
| --- | --- | --- |
| **Initial Conference** | **Content** |  |
| The goal is being written around which |
| grade/subject/level? |
| **Demographics** |  |
| What are the characteristics or special |
| learning circumstances of my class(es)? |
| (% on IEP’s, ELL, etc.) |
| **Baseline Data** |  |
| What are the learning needs of my |
| students? |
| Attach supporting data. |
| **Student Growth Goal Statement** |  |
| (written in **SMART** format) |
| **Strategies for Improvement** |  |
| How will I help students attain this goal? |
| Provide specific actions that will lead to |
| goal attainment. |
| **Evidence/Artifacts** |  |
| What evidence or artifacts could be |
| collected? |
| **Implications for Professional** |  |
| **Growth (Things to consider…not all** |
| **may apply.)** |
| What professional development will help |
| me accomplish my goal? |
| How has my self-assessment and |
| evaluation informed my professional |
| development needs? |
| How might I team with colleagues in |
| professional development toward my |
| goal? |
| How will my professional development |
| impact my student growth goal? |
| Teacher Signature: | Date: | Administrator Signature: | Date: |

**APPENDIX – E Page 5 of 6**

## REEDSPORT SCHOOL DISTRICT TEACHER STUDENT GROWTH GOALS PROCESS TEMPLATE

### Two (2) goals in this area are required. The use of this form is optional for writing student’s growth goals if another format would be more effective.

|  |  |
| --- | --- |
| Teacher |  |
| Assignment |  |
| School |  |
| Administrator |  |

|  |  |  |
| --- | --- | --- |
| **Mid-Year Review** | **Collaborative Mid-Year Data Review** |  |
| What progress has been made? |
| Attach supporting data. |
| **Strategy Modification** |  |
| What adjustments need to be made to my |
| strategies? |
| **Implications for Professional** |  |
| **Growth (Things to consider…not all** |
| **may apply.)** |
| Has my professional growth to date been |
| relative? |
| How has my professional growth impacted |
| student learning? |
| Have my professional growth needs |
| changed? If so, how? |
| Teacher Signature: | Date: | Administrator Signature: | Date: |

**APPENDIX – E Page 6 of 6**

## REEDSPORT SCHOOL DISTRICT TEACHER STUDENT GROWTH GOALS PROCESS TEMPLATE

### Two (2) goals in this area are required. The use of this form is optional for writing student’s growth goals if another format would be more effective.

|  |  |
| --- | --- |
| Teacher |  |
| Assignment |  |
| School |  |
| Administrator |  |

|  |  |  |
| --- | --- | --- |
| **Evaluation Conference** | **End-of-Year Data**What does the end of the year data show? Attach summary data. |  |
| **Reflection on Results**Overall, what worked, or what should be refined? |  |
| **Professional Growth Reflection** How can I use the results to support my future professional growth?What additional professional growth needs do I have based on my self assessment? |  |
| Teacher Signature: | Date: | Administrator Signature: | Date: |

**APPENDIX – F Page 1 of 1**

Step 2:

Create specific learning goals based on pre- assessment(s) and baseline data

Step 3:

Create and implement teaching and learning strategies

Step 4:

Monitor student progress through ongoing formative assessment

Step 5:

Determine whether students achieved the goals

S

**S**pecific & **S**trategic

The goal address student needs within the content.

M

**M**easurable

An appropriate instrument or measure is selected to assess the goal.

A

**A**ction- oriented

&

**A**ppropriate

The goal is standards-based and directly related to the subject and students.

R

**R**igorous, **R**ealistic & **R**esults-

focused

The goal is doable but stretches the bounds of what is attainable.

T

**T**imed

&

**T**racked

The goal is bound by a timeline that is definitive, and progress is monitored during the process.

Step-by Step **SMART** Goal Setting

Step 1:

Determine needs

**APPENDIX - G Page 1 of 1.** Student Growth Goal Checklist

This checklist is provided as a resource to teachers and administrators in the writing and evaluation of Student Growth Goals (SGG).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Baseline and Trend Data | Student Population | Interval of Instruction | Standards and Content | Assessments(s) | Growth Target(s) | Rationale for Growth Target(s) |
| What information is | Which Students will | What is the | What content will be | What assessment(s) | Considering all | What is your rationale for setting the target(s) for student growth within the interval of instruction? |
| being used to inform | be included in the | duration of the | the SGG target? To | will be used to | available data and |
| the creation if the | SGG? Include | course that the | what related | measure student | content |
| SGG and establish | course, grade level | SGG will cover? | standards is the | growth for the SGG? | requirements, what |
| the amount of | and number of | Include beginning | SGG aligned? |  | growth target(s) can |
| growth that should | students. | and end dates. |  |  | students be |
| take place within the |  |  |  |  | expected to reach? |
| time period? |  |  |  |  |  |
| * Identifies sources of information about students (e.g. test scores from prior years, results of pre- assessments)
* Draws upon trend data, if available
* Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses
 | * Identifies the class or subgroup of students covered by the SGG
* Describes the student population and considers any contextual factors that may impact student growth (demographic, life event, etc.)
* If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SGG
 | * Matches the length of the course (e.g. quarter, semester, year)
* Reflects students who receive at least 85% of the teacher’s instruction for that course
 | * Specifies how the SGG will address applicable Common Core State Standards
* Represents the big ideas or domains of the content taught during the interval of instruction
* Identifies core knowledge and skills students are expected to attain as required by the applicable standards
 | * Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended
* Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course
* Provides a plan for combining assessments if multiple summative assessments are

used | * Uses baseline or pretest data to determine appropriate growth
* Sets developmentally appropriate targets
* Creates tiered targets when appropriate so that all students may demonstrate growth
* Sets ambitious yet attainable targets
 | * Demonstrates teacher knowledge of students and content
* Explains why target is appropriate for the population
* Addresses observed student needs
* Uses data to identify student needs and determine appropriate growth targets
* Explains how targets align with school and district goals
* Sets rigorous expectations for students and teacher(s)
 |

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# Template for Gathering Artifacts – Optional Form

Educator—Name/Title:

Evaluator—Name/Title:

|  |  |
| --- | --- |
| School(s): |  |
| Educator Plan: | Self-Directed Growth Plan Developing Educator Plan | Directed Growth Plan Improvement Plan\* |
| Plan Duration: | Two-Year One-Year | Less than a year  |

Artifact Title/Name:

Submission Date:

|  |  |
| --- | --- |
| **Artifact Evidence***What aspects of educator performance does this artifact illustrate?* | **Aligned Indicator** |
|  |  |

Star evidence statements that show progress toward attaining student learning goal(s) or professional practice goal(s).

|  |
| --- |
| **Model Core Teaching Standards** |
| **I. The Learner and Learning** | **II. Content** | **III. Instructional Practice** | **IV. Professional Responsibility** |
| 1a. | 2a. | 3a. | 4a. |
| 1b. | 2b. | 3b. | 4b. |
| \*\*TBD upon completion of identifying Model Core Teaching Standards Rubric | \*\*TBD upon completion of identifying Model Core Teaching Standards Rubric | \*\*TBD upon completion of identifying Model Core Teaching Standards Rubric | \*\*TBD upon completion of identifying Model Core Teaching Standards Rubric |

**APPENDIX - I Page 1 of 1**

#### Plan of Assistance for Improvement Form

Teacher Name:

Supervisor: School: Assignment Date

\*Developed in cooperation with Administrator, Certified Staff Member and Association Representative

Domain(s) Performance Standard(s) Concerns:

1. Area of Deficiency:

2. Supervisor’s Expectations:

3. Assistance to be provided to teacher in meeting expectations:

4. Timeline:

**Teacher Signature:**  **Date:**

**Administrator Signature:**  **Date:**

**Association Representative Signature:**  **Date:**

**Original to Teacher Copy to Supervisor Copy to Human Resources**

**APPENDIX - J Page 1 of 1**

**DOCUMENTATION OF PROFESSIONAL DEVELOPMENT**

This form is to be maintained by the teacher as a record of the professional development necessary for license renewal.

|  |  |  |
| --- | --- | --- |
| **List Professional Development Activities** | **Domain(s)** | **Number of PDU’s** |
|  |  |  |

**Domains: Note:**

**Learning Communities One clock hour = 1 PDU**

**Resources One quarter hour credit = 20 PDU’s.**

**Learning Designs One semester hour credit = 30 PDU’s Outcomes**

**Leadership Data**

**Implementation**