



## **Philomath Public Schools**

Philomath School District 17J, 1620 Applegate Street, Philomath OR 97370 (541) 929-3169

# **Philomath School District 17J Licensed Educator Evaluation Handbook**

**Updated September 2018**



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## Introduction

The purpose of the Philomath Educator Evaluation System is to promote educator growth through reflection, collaboration, and regular feedback. Oregon law requires that districts have in place evaluation systems that are rigorous and that are designed to support professional growth, accountability, and student learning and growth. To ensure such systems, the following criteria are essential:

1. **Standards of Professional Practice:** The state adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards define what teachers and administrators should know and be able to do to ensure that every student is ready for college, careers, and engaged citizenship in today's world.
2. **Differentiated (4) Performance Levels:** Teacher and administrator performance on the standards of professional practice are measured on four performance levels.
3. **Multiple Measures:** Multiple sources of data are used to measure teacher and administrator performance on the standards of professional practice. Evaluators look at evidence from three categories: professional practice, professional responsibilities, and student learning and growth.
4. **Evaluation and Professional Growth Cycle:** Teachers and administrators 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:** Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's or administrator's evaluation and his/her need for professional growth.

According to The Oregon Framework for Teacher and Administrator Evaluation and Support Systems (2013), "Effective teachers in the state of Oregon have the essential knowledge, critical dispositions and performances needed to promote the success of every student through high expectations, challenging learning experiences, a deep understanding of the content, effective instructional practice, and professional responsibility."

Further, by adopting the Model Core Teaching Standards, the state requires that teachers are evaluated on systems that include:

### (A) The Learner and Learning

#### Standard # 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

## **(B) Content**

### Standard # 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

### Standard # 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## **(C) Instructional Practice**

### Standard # 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

### Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

### Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## **(D) Professional Responsibility**

### Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### Standard # 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

During the 2012-13 school year, the Philomath School District's Educator Effectiveness team met to create the District's new evaluation tool. Based on state requirements, the team considered multiple district models and opted for a system that most met the needs of the Philomath School District's educators. To that end, the District adopted the Salem-Keizer LEGENDS rubric and created an evaluation cycle to ensure that the District is meeting state accountability requirements as well as encouraging educator growth. Within the rubric, each standard is defined in terms of four differentiated performance levels: Does Not Meet Standard (DNM), Developing Proficiency Toward Standard (DP), Proficient Relative to Standard (PR), and Exceeds Standard (E). Updates have been made to this Handbook based on updates in OAR 581-022-2410, leaving to districts the responsibility to determine the degree to which data informs the summative evaluation.

<b>Performance Level</b>	<b>Definitions of Performance as Applied to Standards of Professional Practice</b>
Does Not Meet Standard	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice.
Developing Proficiency Toward Standard	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 Relative to Standard	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.
Exceeds Standard	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.

The primary purpose of the Philomath Educator Evaluation System is to improve student learning. This handbook is intended to provide the structure for licensed staff to improve their professional practice and responsibilities through a reflective professional improvement cycle. The process is also designed to encourage more meaningful conversations around student learning and growth, and relies on the premise that all education professionals are committed to improving their performance and elevating the profession.

Original Philomath School District SB 290 Team: Dan Forbess (Superintendent), Don Cruise (School Board Member), Steve Bell (Administrator), Cindy Golston (Administrator), Michael McDonough (Teacher), Janine Luta (Teacher), Ben Silva (Teacher), Cari DenHerder (Teacher)

August 2018 Review Team: Melissa Goff (Superintendent), Steve Bell (Administrator), Janine Luta (Teacher), Cari DenHerder (Teacher), Ben Silva (Teacher), Jennifer Buchanan (Co-President, PEA), Steve Bennett (Co-President, PEA)

## **Evaluation Cycle Overview**

### **Evaluation Cycles**

#### **Probationary/ Temporary Educators**

The first three years of an educator's employment will be considered a probationary period. In order to reach contract status, a probationary educator must demonstrate competency in regards to the professional requirements outlined in this document.

***Steps required of probationary/temporary teachers:*** Self-Assessment & Initial Growth Conference; Goal Setting; Observation Phase One; Interim Growth Conference; Observation Phase Two; Self-reflection; Summative Growth Conference.

#### **Contract Educators**

Educators who receive contract status will be on a two-year evaluation cycle. Every other year, a contract educator will be on a review schedule.

***Steps Required of Contract Educators on a review year:*** Self-Assessment & Initial Growth Conference; Goal Setting; Observation Phase One; Observation Phase Two; Self-Reflection; Summative Growth Conference.

***Steps required of Contract Educators on a non-review year:*** Self-Assessment & Initial Growth Conference; Goal Setting; Self-reflection; End of the Year Conference

### **Self-Assessment & Initial Professional Growth Conference**

**(Forms Required: Licensed Initial Self-Assessment Rubric Worksheet)**

#### ***Self-Assessment***

At the beginning of each school year, all educators must complete a self-assessment using the teacher or counselor evaluation rubric. This allows teachers and counselors to reflect on their professional practices and responsibilities. Self-reflection should help guide the development of the educator's Professional Growth Goal as well as their professional learning. The self-assessment must be submitted to the evaluator prior to the Initial Professional Growth Conference.

#### ***Initial Professional Growth Conference***

**(Forms Required: Student Growth and Professional Goals – Goal Setting)**

During the Initial Professional Growth Conference, the educator meets with their evaluator to discuss the educator's self-assessment, focusing on strengths and opportunities for growth. At this

time, the evaluator and educator also collaborate on potential Professional and Student Growth Goals. If applicable, the evaluator and educator also discuss PDU requirements for license renewal.

### ***Student Growth Goals***

All educators, in collaboration with their administrator, must complete two student growth goals each school year. Goals will be written in a SMART goal format. These should be focused goals that span the entire length of the selected course. Changes to State OAR in 2018 no longer require educators to include a ***Student Growth percentile*** as part of their established goals. Goals will come from the following two categories:

#### **Types of Measures for Student Learning and Growth for Licensed Educator Evaluations**

Types of Measures <sup>1</sup>	Guidance
<ul style="list-style-type: none"> <li>• Oregon's state assessments*               <ul style="list-style-type: none"> <li>○ SMARTER Balanced (formerly OAKS)</li> <li>○ Extended Assessments<sup>2</sup></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Same assessment and administration guidelines are used statewide</li> </ul> <p><i>*OPTIONAL: No longer required beginning in the 2018-19 school year</i></p>
<ul style="list-style-type: none"> <li>• Commercially developed assessments that include pre- and post-measures</li> <li>• Locally developed assessments that include pre- and post-measures</li> <li>• Results from proficiency-based assessment systems</li> <li>• Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance</li> </ul>	<ul style="list-style-type: none"> <li>• Same assessment and administration guidelines are used district-wide or school-wide</li> <li>• Assessments meet state criteria</li> </ul>

<sup>1</sup> An update of OAR 581-022-2410 provides all teachers the option of types of measures to form goals.

<sup>2</sup> Used by special education teachers who provide instruction in ELA or math for those students who take extended assessments

### ***Professional Growth Goal***

Using their self-assessment as a guide, and in collaboration with their evaluator, each educator must develop a professional growth goal that spans the entire school year. The ultimate decision for the professional growth goal is up to the educator; however, during the Initial Professional Growth Conference, they should discuss with their evaluator what evidence they plan to provide to



demonstrate progress towards completion of the goal. For teachers, the PGG will be scored in Standard 9 of their rubric. For counselors, the PGG will be scored in Standard 6.1 of their rubric.

### **Observation Phase One**

**(Forms Required: Probationary Educators only - Pre-observation form)**

#### ***Contract Educators:***

This phase of observations will consist of a minimum of two observations, each being at least ten minutes in length. Each observation requires written feedback from the evaluator. One of the observations requires a face-to-face conference to discuss the feedback.

#### ***Probationary Educators:***

This phase of observation will consist of one informal observation and one formal observation. The informal observation must last at least ten minutes. The formal observation will last an entire class period and requires the educator to complete and submit a pre-observation form prior to the observation. A face-to-face conference to discuss the feedback will take place between the educator and evaluator after the formal observation.

### **Observations Phase Two**

**(Forms Required: Probationary Educators only - Pre-observation form)**

#### ***Contract Educators:***

This phase of observations follows the same format as Phase One with a minimum of one observation spanning at least ten minutes. Any observation requires written feedback from the evaluator. One observation requires a face-to-face conference to discuss the feedback.

#### ***Probationary Educators:***

This phase of observation will consist of one formal observation lasting at least one half of an entire class period and requires the educator to complete and submit a pre-observation form prior to the observation. A face-to-face conference to discuss the feedback will take place between the educator and evaluator after the formal observation.

**Artifacts: Artifacts will no longer be required for submittal to Talent-Ed Perform. Relevant work products demonstrating learning should be embedded into conferences and observation feedback throughout the year.**

### **Summative Professional Growth Conference**

**(Forms Required: Student Growth and Professional Goals – Summative Conference)**

With the revision to OAR 581-022-2410 adopted by the State Board of Education in June 2017 districts are no longer required to use the Oregon Matrix as the method for determining summative evaluations. The summative evaluation must still take in to account the data gathered from multiple measures: professional practice, professional responsibilities, and goals that impact student learning

and growth; however, it is the responsibility of individual districts to determine the degree to which the data collected in these three areas informs the educator's summative evaluation.

The Philomath School District will continue to use the Oregon Matrix. Evaluators will use a combination of the multiple measures (observations, artifacts, and goals) to complete the matrix for evaluation. The evaluator then meets with the educator to review and finalize the summative evaluation. At this time, all components of the evaluation should be discussed, as well as the educator's year end goal form.

Using the summative evaluation and year end goal form as a guide, the educator's professional growth plan implications can be discussed. This also provides an opportunity to discuss Professional Development Units for license renewal. Prior to this meeting, the educator must submit the summative form and all data associated with goals.

### **Personnel File Content**

**ORS342.850(6)** A teacher may make a written statement relating to any evaluation, reprimand, charge, action or any matter placed in the teachers personnel file and such teachers statement shall be placed in the personnel file.

### **The Program of Assistance for Improvement**

On occasion, an administrator will recommend a Program of Assistance for Improvement (PAI) for an educator. The administrator initiates the PAI in consultation with the teacher and the Philomath Education Association (upon request by the teacher). The administrator initiates the recommendation based on evidence that an educator is not meeting the District's professional standards as outlined in this document.

The PAI delineates one or more areas where the teacher's performance is below the acceptable standard. The PAI will then specify what the specific standard(s) is that needs to be met and outlines a detailed plan of support to help the teacher meet the standard(s).

The PAI requires a commitment of time and effort from both the teacher and the school District, as well as the possibility of some additional resources to be provided by the District. The PAI will utilize a specific timeline along which the teacher will progress towards a specific completion date.

The PAI is successfully completed when the teacher consistently demonstrates quality professional performance in response to all indicators noted in the plan.

Teachers in the Philomath School District are generally very successful in working with the PAI.


The success of the PAI is a result of professional partnership and high level commitment on the part of the following contributors:


- The individual teacher demonstrating a commitment to his or her own learning and quality professional standards.
- The leadership of the Philomath Education Association providing professional support for individual teachers and for high quality professional standards.
- The Philomath School District supporting the success of each faculty member through a generous commitment of resources for professional development.




# **Appendix A**

## **Timelines and Forms**

	COMPLETED BY:	<b>Contract Educator Timeline (Review Year)</b> <b>MILESTONE AND DETAILS:</b>
<input data-bbox="142 323 196 384" type="checkbox"/>	OCTOBER 11	<b><u>SELF-ASSESSMENT/INITIAL PROFESSIONAL GROWTH AND GOALS CONFERENCE:</u></b> <ul style="list-style-type: none"> <li>• Must be submitted electronically to the evaluator</li> <li>• Discuss Self-Assessment of Teacher/Counselor Rubric Worksheet</li> <li>• Discuss and electronically submit Professional/Student Growth Goals</li> <li>• Discuss PDUs for License Renewal (if applicable)</li> </ul>
<input data-bbox="142 625 196 686" type="checkbox"/>	JANUARY 31	<b><u>OBSERVATIONS – PHASE ONE</u></b> <ul style="list-style-type: none"> <li>• Minimum of 2 Observations completed (for a combined minimum of 3 Observations annually)</li> <li>• Each a minimum of 10 minutes in length</li> <li>• All Observations require written feedback</li> <li>• At least 1 Observation during this phase requires a face-to-face conference to discuss feedback</li> </ul>
<input data-bbox="142 877 196 938" type="checkbox"/>	MAY 15	<b><u>OBSERVATIONS – PHASE TWO</u></b> <ul style="list-style-type: none"> <li>• Minimum of 1 Observation completed (for a combined minimum of 3 Observations annually)</li> <li>• Each a minimum of 10 minutes in length</li> <li>• All Observations require written feedback</li> <li>• At least 1 Observation during this phase requires a face-to-face conference to discuss feedback</li> </ul>
<input data-bbox="134 1079 188 1140" type="checkbox"/>	JUNE 6	<b><u>SUMMATIVE PROFESSIONAL GROWTH CONFERENCE</u></b> <ul style="list-style-type: none"> <li>• Review evidence of growth in Effective Practice</li> <li>• Discuss work products relevant to learning</li> <li>• Discuss Summative Evaluation</li> <li>• Discuss End of Year Data</li> <li>• Discuss Reflection on Results</li> <li>• Discuss Professional Growth Plan implications</li> <li>• Discuss PDUs for License Renewal (if applicable)</li> </ul>

	<b>COMPLETED BY:</b>	<b><u>Probationary &amp; Temporary Educator Timeline</u></b> Applies to: Probationary and Temporary Licensed Staff, Licensed Staff on Supervisor-Directed Goals or a Program of Assistance <b>MILESTONE AND DETAILS:</b>
<input type="checkbox"/>	OCTOBER 11	<b><u>SELF-ASSESSMENT/INITIAL PROFESSIONAL GROWTH AND GOALS CONFERENCE:</u></b> <ul style="list-style-type: none"> <li>• Must be submitted electronically to the evaluator</li> <li>• Discuss Self-Assessment of Teacher/Counselor Rubric Worksheet</li> <li>• Discuss and electronically submit Professional/Student Growth Goals</li> <li>• Discuss PDUs for License Renewal (if applicable)</li> </ul>
<input type="checkbox"/>	DECEMBER 1	<b><u>OBSERVATIONS – PHASE ONE</u></b> <ul style="list-style-type: none"> <li>• Minimum of 2 Observations completed (for a combined minimum of 3 Observations annually)</li> <li>• All Observations require written feedback</li> <li>• One Informal Observation (minimum of 10 minutes)</li> <li>• One Formal Observation (an entire class period; pre-observation form must be submitted prior to observation)</li> <li>• A face-to-face conference to discuss feedback is required after the Formal Observation</li> </ul>
<input type="checkbox"/>	JANUARY 31	<b><u>OBSERVATIONS – PHASE TWO</u></b> <ul style="list-style-type: none"> <li>• Minimum of 1 Observation completed (for a combined minimum of 3 Observations annually)</li> <li>• All Observations require written feedback (minimum of 10 minutes)</li> <li>• One Formal Observation (at least one half of an entire class period; pre-observation form must be submitted prior to observation)</li> <li>• A face-to-face conference to discuss feedback is required after the Formal Observation</li> </ul>
<input type="checkbox"/>	FEBURARY 15	<b><u>INTERIM PROFESSIONAL GROWTH CONFERENCE</u></b> <ul style="list-style-type: none"> <li>• Review progress on Professional/Student Growth Goals</li> <li>• Discuss additional support needed to meet Professional Growth Goal</li> <li>• Discuss work products relevant to learning</li> </ul>
<input type="checkbox"/>	JUNE 6	<b><u>SUMMATIVE PROFESSIONAL GROWTH CONFERENCE</u></b> <ul style="list-style-type: none"> <li>• Review evidence of growth in Effective Practice</li> <li>• Discuss work products relevant to learning</li> <li>• Discuss Summative Evaluation</li> <li>• Discuss Data Reflection</li> <li>• Discuss Reflection on Results</li> <li>• Discuss Professional Growth Plan implications</li> <li>• Discuss PDUs for License Renewal (if applicable)</li> </ul>

	COMPLETED BY:	<b>Contract Educator Timeline (Non-Review Year)</b> <b>MILESTONE AND DETAILS:</b>
<input type="checkbox"/>	OCTOBER 11	<u><b>SELF-ASSESSMENT/INITIAL PROFESSIONAL GROWTH AND GOALS CONFERENCE:</b></u> <ul style="list-style-type: none"> <li>• Must be submitted electronically to the evaluator</li> <li>• Discuss Self-Assessment of Teacher/Counselor Rubric Worksheet</li> <li>• Discuss and electronically submit Professional/Student Growth Goals</li> <li>• Discuss PDUs for License Renewal (if applicable)</li> </ul>
<input type="checkbox"/>	FINAL CHECKOUT	<u><b>END OF YEAR CONFERENCE</b></u> <ul style="list-style-type: none"> <li>• Discuss End of Year Data</li> <li>• Discuss work products relevant to learning</li> <li>• Discuss Reflection on Results</li> <li>• Discuss Professional Growth Plan implications</li> <li>• Discuss PDUs for License Renewal (if applicable)</li> </ul>



# Teacher Rubric

**Standard 1: Overall**

DNM	DP	PR	E
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## Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>1.1 Demonstrates an understanding of how children/adolescents learn and develop.</b>	Demonstrates minimal knowledge of student patterns of learning and development.	Demonstrates basic knowledge of student patterns of learning and development.	Demonstrates thorough knowledge of student patterns of learning and development.	Is a resource for colleagues in understanding and interpreting student patterns of learning and development.
<b>1.2 Designs and implements developmentally appropriate instruction.</b>	Implements activities and assignments that are not developmentally appropriate for students.	Implements some activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that challenge each student at his/her developmental level.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• How is student data used to modify instruction?</li> <li>• Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding?</li> <li>• Is there a demonstrated understanding of student development?</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of pre- and post-assessment data</li> <li>• Ongoing formative assessment data</li> <li>• Provides developmentally appropriate instruction within their content area</li> <li>• Uses flexible groupings based on on-going analysis of learning styles and developmental needs</li> </ul>

## Standard 1: Learner Development *(continued)*

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

### Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"><li>• How is student/group response used to modify instruction?</li><li>• Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding?</li><li>• Is there a demonstrated understanding of student/group development?</li><li>• Are learning styles and developmental needs of students/groups recognized and appropriately responded to?</li></ul>	<ul style="list-style-type: none"><li>• Ongoing flow of assessment; including aural, visual and written, is evident.</li><li>• Provides developmentally appropriate instruction within their content area.</li><li>• Uses flexible groupings based on on-going analysis of learning styles and developmental needs.</li><li>• Examples of modified materials created in response to student/group performance.</li></ul>

### Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"><li>• How is student data used to modify instruction?</li><li>• Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding?</li><li>• Are learning styles and developmental needs of students recognized and appropriately responded to?</li><li>• Are learning styles and developmental needs of students recognized and appropriately used to modify instruction?</li><li>• Is there a demonstrated knowledge of disabilities and their impact?</li><li>• Is there a demonstrated connection between IEP goals and instruction?</li></ul>	<ul style="list-style-type: none"><li>• Analysis of pre- and post-assessment data</li><li>• Ongoing formative assessment data</li><li>• Uses flexible groupings based on on-going analysis of learning styles and developmental needs</li><li>• Examples of modified materials created in response to data and/or disability needs</li><li>• Comprehensive present level of performance that drive goal development and specially-designed instruction on the IEP</li></ul>

### Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"><li>• Are lessons and activities age and developmentally appropriate?</li><li>• Are lessons and activities presented in alignment with developmental stages?</li></ul>	<ul style="list-style-type: none"><li>• Examples of modified activities.</li><li>• Examples of modified equipment.</li><li>• Use of modified equipment.</li></ul>

## Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive Learning environments that enable each learner to meet high standards.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs.</b>	Does not differentiate instruction according to students' learning differences or needs.	While not always effective, attempts to differentiate instruction according to students' learning differences or needs.	Differentiates instruction according to students' learning differences or needs.	Anticipates individual students' learning needs by proactively designing differentiated instruction, and makes effective differentiation decisions while teaching.
<b>2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency for all students.</b>	Does not use strategies and tools to support student development of academic language proficiency.	While not always effective, attempts to use strategies and tools to support student development of academic language proficiency.	Effectively uses strategies and tools to support student development of academic language proficiency.	Cultivates student independence in the development of academic language.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understandings or skills?</li> <li>• Is an understanding of students' needs and backgrounds demonstrated?</li> <li>• Are high expectations for <u>all</u> students consistently communicated?</li> <li>• Are tools of language development used to scaffold learning for diverse students?</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of instructional and testing accommodations and modifications for students</li> <li>• Anecdotal notes on student learning differences</li> <li>• Records showing communication with students, parents, and specialists regarding student learning needs</li> <li>• Documentation of how students respond to varied teaching strategies</li> </ul>

## Standard 2: Learning Differences *(continued)*

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive Learning environments that enable each learner to meet high standards.

### Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"><li>• Are appropriate modifications utilized to meet student needs?</li><li>• Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understanding or skills?</li><li>• Is an understanding of the student's needs demonstrated?</li><li>• Are high expectations for all students consistently communicated and developed?</li><li>• Accounting for student differences, are the individual students encouraged to participate in the group setting?</li></ul>	<ul style="list-style-type: none"><li>• Accommodations or modifications used to meet student/group needs.</li><li>• Records showing communication with students, parents and specialists regarding student learning needs when applicable.</li><li>• Narrative demonstrating an awareness of how students respond to varied teaching strategies.</li></ul>

### Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"><li>• Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understandings or skills?</li><li>• Is an understanding of students' needs and backgrounds demonstrated?</li><li>• Are high expectations for all students consistently communicated?</li><li>• Are tools of language development used to scaffold learning for diverse students?</li></ul>	<ul style="list-style-type: none"><li>• Documentation of instructional and testing accommodations and modifications for individual students</li><li>• Anecdotal notes on student learning differences</li><li>• Records showing communication with students, parents, and specialists regarding student learning needs</li><li>• Documentation of how students respond to varied teaching strategies</li></ul>

### Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"><li>• Are all students able to participate in activities with modifications?</li><li>• Participation in physical education PLC meetings?</li><li>• Participation in IEP meetings?</li></ul>	<ul style="list-style-type: none"><li>• Documentation of instructional and testing accommodations and modifications for students:</li><li>• Anecdotal notes on student learning differences</li><li>• Records showing communication with students, parents, and specialists regarding student learning needs</li><li>• Documentation of how students respond to varied teaching strategies</li></ul>

## Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.</b>	Ineffectively designs and manages the learning environment and/or instructional time, resulting in students failing to engage in learning.	While not always effective, designs and manages the learning environment and/or instructional time to accommodate students' needs and involvement in learning.	Designs and manages the learning environment and instructional time to accommodate all students' needs and involvement in learning.	Proactively establishes systems in which both teacher and students manage the learning environment, transitions and instructional time to maximize active involvement in learning for all students.
<b>3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.</b>	Does not build a classroom community based upon shared values and expectations. At times fails to communicate with students in a fair and respectful manner.	While not always effective, attempts to build a classroom community based on shared values and expectations. Communicates with students in a fair and respectful manner.	Creates a positive classroom community based on shared values and expectations for respectful interactions with regard to race, culture, gender, sexual orientation, religion, socioeconomic status, and exceptionalities.	Collaborates with students to facilitate their self-reflection and ownership for ongoing improvement of the classroom community based upon respect, fairness, and the inherent value of all members.
<b>3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.</b>	Minimal standards of conduct or systems for performing non-instructional tasks are in place. Teacher either does not monitor student behavior or responds inconsistently.	Standards of conduct and systems for performing non-instructional tasks are in place; however, they are at times inconsistent or unclear. Teacher monitors student behavior and responds with moderate effectiveness.	Standards of conduct are clear; efficient systems for performing non-instructional tasks are in place. Teacher monitors student behavior and responds effectively.	Standards of conduct and efficient systems encourage students to independently monitor their behavior and performance. Monitoring by teacher is subtle and preventive.

## Standard 3: Learning Environments *(continued)*

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• In what ways is the environment organized to engage students in learning?</li> <li>• Is a behavior system in place which promotes a climate of respect and learning?</li> <li>• Are respect, safety, and value for differing perspectives and cultural backgrounds communicated through language, behavior, and the classroom environment?</li> <li>• Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year?</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations that are developed collaboratively, posted, and referred to as needed</li> <li>• Groupings of students which are utilized for content discussions and teamwork</li> <li>• Classroom organization, equipment, and materials are easily accessible and complement the instructional focus</li> <li>• Documentation of modifications in the classroom environment to improve student success (e.g., visual schedules, cues for strategies/behavior)</li> </ul>

### Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• No changes/additions.</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations are developed collaboratively, posted and referred to as needed.</li> <li>• Uses a variety of student groupings for musical growth.</li> <li>• When physically possible, classroom organization, equipment, and materials are easily accessible and complement the instructional focus.</li> <li>• Creates ways to efficiently manage and transport teaching materials and classroom supplies between multiple instructional spaces.</li> <li>• Modifies the classroom environment to improve student success (e.g. visual schedule, cues for strategies/behavior, arrangement of equipment).</li> </ul>

### Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• In what ways is the environment organized to engage students in learning?</li> <li>• Is a behavior system in place which promotes a climate of respect and learning?</li> <li>• Is the behavior system appropriate for the classroom focus?</li> <li>• Are respect, safety, and value for differing perspectives and cultural backgrounds communicated through language, behavior, and the classroom environment?</li> <li>• Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year?</li> <li>• How is the environment organized to address students' disabilities? (Lack of visual clutter, clear traffic patterns, etc.)</li> <li>• Are positive strategies incorporated to help students cope with frustrations in the learning situation that may be associated with their disability?</li> <li>• Are tasks and learning/social situations modified to optimize student success?</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations that are clear, consistent, and referred to as needed</li> <li>• Groupings of students, when appropriate, which foster content discussions and teamwork</li> <li>• Classroom organization, equipment, and materials are easily accessible and complement the instructional focus</li> <li>• Documentation of modifications in the classroom environment to improve student success (e.g., visual schedules, cues for strategies/behavior)</li> <li>• Documentation of student behavior management system based on the type of classroom</li> </ul>

### Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are all students participating in activities?</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation and demonstration of procedures which provide for efficient transitions between activities and classes</li> <li>• Visual aids which help students successfully participate in activities</li> </ul>

## Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>4.1 Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) s/he teaches.</b>	Displays minimal content knowledge. Instructional practices indicate little awareness of learning progressions and such knowledge is incomplete or inaccurate.	Displays basic content knowledge. Instructional practices indicate some awareness of learning progressions, although such knowledge may be incomplete or inaccurate.	Displays thorough content knowledge. Instructional practices reflect understanding of learning progressions within the discipline.	Mastery of content knowledge and learning progressions allow flexible adjustments to address students at their current level of understanding to either remediate or deepen their understanding.
<b>4.2 Integrates culturally relevant content to build on learner's background knowledge.</b>	Demonstrates inadequate knowledge of learners' cultural backgrounds and experiences and lacks ability to design learning experiences as a result.	Demonstrates limited knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences.	Designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences.	Designs learning experiences that integrate culturally relevant content for each student within the context of the curriculum.
<b>4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.</b>	Does not apply strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	While not always effective, attempts to apply strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	Applies strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	Creates an interactive environment where students take the initiative to independently understand, question and analyze ideas from diverse perspectives within the discipline.



## Standard 4: Content Knowledge *(continued)*

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are opportunities created to develop academic language as a part of the content instruction?</li> <li>• Is instruction connected to state content standards?</li> <li>• Are multiple levels of questioning strategies used to engage students?</li> <li>• Do students understand the purpose of lessons and value of the content area being taught?</li> </ul>	<ul style="list-style-type: none"> <li>• Use of varied questioning techniques and levels of questions</li> <li>• Providing diverse perspectives through a variety of resources (e.g., discussion, readings, guests, online sources)</li> <li>• Presentation of content standards in ways which are clear and meaningful</li> <li>• Uses tools of language development to scaffold learning of academic language (ELD, GLAD, SIOP)</li> </ul>

### Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are opportunities created to develop academic language as part of the content instruction?</li> <li>• Is instruction connected to content standards?</li> <li>• Are multiple levels of questioning strategies used to engage students?</li> <li>• Are students actively participating in rehearsals and/or music classes?</li> <li>• Do students experience (hear, feel, imitate, model, create, demonstrate) and/or understand the purpose of lessons and the value of the content area being taught?</li> <li>• Do learning experiences integrate culturally relevant content and build on learners' background knowledge?</li> <li>• Are students engaged in the performance of music?</li> <li>• Are students encouraged to demonstrate a mature level of musical expression?</li> </ul>	<ul style="list-style-type: none"> <li>• Practice logs, music theory worksheets, curriculum-based writing work samples, note tests, performance tests, rhythm worksheets.</li> <li>• A variety of music from different cultures.</li> <li>• Use of varied questioning techniques and levels of questions.</li> <li>• Presentation of content standards in ways which are clear and meaningful.</li> <li>• Pursues professional development activities and opportunities specific to content area.</li> </ul>

### Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are opportunities created to develop academic language as a part of the content instruction?</li> <li>• Is instruction related to student's IEP?</li> <li>• Are IEP goals related to state content standards at the student's developmental/instructional level?</li> <li>• Are multiple levels of questioning strategies used to engage students?</li> <li>• Is the purpose of the lesson clear?</li> </ul>	<ul style="list-style-type: none"> <li>• Use of varied questioning techniques and levels of questions.</li> <li>• Presentation of content standards occurs at the students' instructional level(s) and in ways that are clear and meaningful.</li> <li>• Use of a variety of communication supports (e.g., augmentative communication, visual system) to assist students in building social and academic language.</li> <li>• IEP paperwork completed and compliant with Federal, state, and district timelines.</li> <li>• IEP paperwork contains all necessary components (e.g., eligibility attachments, IEP progress).</li> </ul>

### Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are opportunities created to develop content language as a part of instruction?</li> <li>• Is there a clear reason and purpose for activities?</li> </ul>	<ul style="list-style-type: none"> <li>• Posted learning targets and standards for activities.</li> <li>• Posted components of critical elements.</li> <li>• Photos and/or video of student participation in activities.</li> </ul>

## Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.</b>	Does not design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	While not always effective, attempts to design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Designs learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Embeds interdisciplinary connections within curriculum, allowing students to independently relate these connections to key concepts and underlying themes.
<b>5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.</b>	Does not encourage students' formation of independent ideas and creative approaches.	Applies strategies that may allow students to form independent ideas and creative approaches that are sometimes connected to relevant content.	Applies strategies that facilitate students' formation of independent ideas and creative approaches that are connected to relevant content.	Creates an environment that regularly encourages students' formation of independent ideas and creative approaches.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• How is content made “real” to students as they reach the level of application?</li> <li>• Are students’ literacy skills supported by instruction which allows them to access and demonstrate understanding of the content area?</li> <li>• What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively?</li> <li>• Are activities used to allow students to demonstrate the ability to apply content?</li> </ul>	<ul style="list-style-type: none"> <li>• Use of multiple activity formats which allow students to communicate critically and creatively in the content area (e.g., speeches, debates, written work)</li> <li>• Application of the Comprehensive Literacy Model and associated strategies to encourage literacy development across curriculum and ensure access to content</li> <li>• Inquiry methods which are purposefully chosen to connect with real-world content application and involve other disciplines</li> </ul>

## Standard 5: Application of Content *(continued)*

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"><li>• Are students applying their content knowledge in performance?</li><li>• Do students' music literacy skills allow them to access and demonstrate understanding of the content area?</li><li>• Do methods used bring students to a level of understanding which allows them to think critically and creatively?</li><li>• Are activities used that allow students to demonstrate the ability to apply content?</li><li>• Do students use music literacy skills to access and demonstrate knowledge of the content area?</li></ul>	<p>Conducts interesting and well-aced classes using a variety of instrumental and/or vocal techniques.</p> <ul style="list-style-type: none"><li>• Use of multiple activity formats which allow students to communicate critically and creatively in the content area (e.g. solos, ensemble, sight reading, rehearsal, performance, composition, improvisation, analysis).</li><li>• Application of the Comprehensive Literacy Model and appropriate strategies to encourage literacy development across curriculum and ensure access to content.</li><li>• Inquiry methods which are purposefully chosen to connect with content application and involve other disciplines.</li></ul>

### Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"><li>• How is content made “real” to students as they reach the level of application?</li><li>• Are students' literacy skills supported by instruction which allows them to access and demonstrate understanding of the content area?</li><li>• What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively?</li><li>• Are activities used to allow students to demonstrate the ability to apply content?</li></ul>	<ul style="list-style-type: none"><li>• Use of multiple activity formats which allow students to communicate critically and creatively in the content area (e.g., speeches, written work, varied communication systems - visual, augmentative communication)</li><li>• Application of the Comprehensive Literacy Model and associated strategies to encourage literacy development at the student's instructional level</li><li>• Activities which are purposefully chosen to connect with real-world content application at the student's instructional level</li><li>• Modifications and adaptations of materials used in the classroom to help with application of content (e.g., built up spoons, visual schedules, assistive technology, therapy balls)</li></ul>

### Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"><li>• Are students taught to solve problems in age-appropriate ways?</li><li>• Are students encouraged to create their own games and activities?</li><li>• Do students participate in managing activities?</li><li>• Are students encouraged to participate in physical activity outside of the physical education class?</li><li>• Are activities designed to incorporate local and global events?</li></ul>	<p>Use of multiple activity formats which allow students to demonstrate skills in content area.</p> <ul style="list-style-type: none"><li>• Intramural activities</li><li>• Extracurricular activity clubs.</li><li>• Photos and/or video of students performing activities/skills</li><li>• Posted global discussion ideas/questions</li><li>• Student log of physical activity</li></ul>

## Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.</b>	Assessments are not aligned with learning objectives and/or do not enable students to demonstrate their learning.	Constructs and/or selects formative and summative assessments that sometimes do not align with learning objectives, and may use limited measures for learners to demonstrate what they know.	Constructs and/or selects formative and summative assessments that align with learning objectives and use multiple measures for learners to demonstrate what they know.	Constructs and/or selects assessments that clearly inform students of their progress and encourage them to take responsibility for their learning by showing an understanding of where they are and their next steps for learning.
<b>6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.</b>	Uses assessment solely as a means to determine a grade and/or neither examines assessment data independently nor with colleagues to inform instructional decisions.	Documents, analyzes and interprets limited student assessment data independently and with colleagues, and/or assessment data is sometimes used to identify student learning needs.	Documents, analyzes and interprets a variety of student assessment data, independently and with colleagues, to identify individual student learning needs, trends, and patterns among groups of students to inform instruction.	Documents, analyzes and interprets a variety of student assessment data, independently and with colleagues, resulting in a continuous feedback loop of effective assessment informing effective instruction.
<b>6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.</b>	Performance standards are not provided to students. Rarely provides models or guidance for students to improve the quality of their work.	Sometimes provides performance standards for student work and/or standards may lack specific expectations. Sometimes provides models and guides students in methods for improving the quality of their work.	Provides explicit performance standards for student work. Provides models and guides students in methods for improving the quality of their work.	Models and facilitates processes that involve students in examining and assessing their work products, both individually and collectively, using clearly defined performance standards. Allocates time to provide specific descriptive feedback to individual learners.

## Standard 6: Assessment *(continued)*

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study?</li> <li>• Is assessment data reviewed, both individually and in collaboration with others (such as a team or PLC) to differentiate future instruction?</li> <li>• Do students receive timely and effective feedback to guides their academic progress?</li> </ul>	<ul style="list-style-type: none"> <li>• Data notebooks with formative and summative assessment results</li> <li>• Work samples scored with team input to ensure inter-rater reliability</li> <li>• Differentiation in analysis of student work with consideration of special needs of students</li> <li>• Conferences with students to discuss academic goals and growth plans</li> </ul>

### Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<p>Note: Due to lack of common time and staffing, many music educators do not have the opportunity to collaborate and share data at this time.</p> <ul style="list-style-type: none"> <li>• Are students allowed to demonstrate skills and knowledge in a variety of assessment formats?</li> <li>• Are students exposed to a variety of assessment strategies?</li> <li>• Is assessment being reviewed both individually and in collaboration with others (such as a team or PLC) to differentiate future instruction where possible?</li> <li>• Do students receive timely and effective verbal and/or written feedback to guide their musical progress?</li> <li>• Does the teacher have the ability to diagnose students' musical deficiencies?</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios, recordings of performances, printed programs.</li> <li>• Conferences with students/groups to discuss goals and growth plans.</li> <li>• Comments from adjudicated performances.</li> <li>• Student or ensemble demonstrations of improvement based on verbal feedback.</li> </ul>

### Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study?</li> <li>• Is assessment data reviewed, both individually and in collaboration with others (such as IEP teams, instructional team, or PLC) to differentiate future instruction?</li> <li>• Do students receive timely and effective feedback to guides their academic progress?</li> <li>• Is there evidence of a data collection system?</li> </ul>	<ul style="list-style-type: none"> <li>• Data notebooks with formative and summative assessment results</li> <li>• Work samples scored with team input to ensure inter-rater reliability</li> <li>• Differentiation in analysis of student work with consideration of special needs of students</li> <li>• Conferences with students to discuss academic goals, IEP goals, and growth plans</li> <li>• Documentation of modifications and/or accommodations individualized to student needs</li> </ul>

### Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Do students receive timely and effective feedback to guide their learning?</li> <li>• Are activities modified based on students' demonstration of skills?</li> <li>• Are students given opportunities to be assessed on skills during a variety of activities?</li> <li>• Is confidential assessment data kept confidential?</li> <li>• Are methods of assessment clear and measurable?</li> </ul>	<ul style="list-style-type: none"> <li>• Critical elements scored with team input to ensure inter-rater reliability.</li> <li>• Performances.</li> <li>• Conferences with students to discuss fitness/skill goals and growth plans.</li> <li>• Differentiation in analysis of student skills with consideration of special needs of students.</li> </ul>

## Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>7.1 Designs learning experiences aligned to curriculum standards and student needs.</b>	Demonstrates minimal evidence of planning aligned to content standards and student needs.	While not always effective, attempts to create short- and long-term plans which may be aligned to content standards. Attempts to integrate student learning needs, goals, and learning activities into plans.	Creates short- and long-term plans aligned to content standards. Plans integrate student learning needs, goals, and learning activities.	Plans reflect understanding of prerequisite relationship between content standards. Teacher is proactive in planning for student misconceptions and addressing them before proceeding.
<b>7.2 Evaluates and adjusts plans based on student outcomes.</b>	Does not evaluate or customize instructional plans based upon student outcomes.	Sometimes customizes instructional plans based upon assessment data. Sometimes responds to student outcomes by tailoring instruction and strategies to assessed student needs.	Customizes instructional plans based upon ongoing assessment data. Responds to student outcomes by tailoring instruction and strategies to assessed student needs.	Anticipates and plans for a wide range of adaptations to lessons based on analysis of individual student outcomes. Engages with students to identify adjustments in instruction that best meet their learning needs.
<b>7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.</b>	Does not access colleagues and/or specialists for collaborative planning.	Consultation with colleagues and/or specialists sometimes influences the design of instruction to address unique learning needs.	Collaborates with colleagues and/or specialists to design instruction that addresses unique learning needs.	Anticipates unique student needs and collaborates with colleagues and/or specialists to proactively address them.

## Standard 7: Planning for Instruction *(continued)*

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Do planned lessons assist students in meeting learning goals and relevant standards of proficiency?</li> <li>• Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs?</li> <li>• Is data from team meetings used to inform instructional plans?</li> <li>• Is student achievement data used to differentiate instruction?</li> </ul>	<ul style="list-style-type: none"> <li>• Notes from team meetings</li> <li>• Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language</li> <li>• Lesson plans which reflect accommodations for individual student needs</li> <li>• Plans for units of study which support adjustment based upon observed student outcomes</li> </ul>

### Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Do planned lessons assist students in meeting learning goals and relevant standards?</li> <li>• Are colleagues and/or specialists involved in planning for the instruction of students with unique learning needs?</li> <li>• Is student performance used to differentiate instruction?</li> <li>• Does teacher demonstrate knowledge of the musical score?</li> <li>• Does teacher plan comprehensive performance cycles?</li> <li>• Does teacher select appropriate literature?</li> </ul>	<ul style="list-style-type: none"> <li>• Notes from rehearsals and/or music class.</li> <li>• Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language.</li> <li>• Lesson plans which reflect accommodations for individual student needs.</li> <li>• Plans for instruction based on observed student outcomes.</li> <li>• Annotated scores.</li> <li>• Concert programs.</li> <li>• Selects and requisitions required music, equipment, and supplies.</li> </ul>

### Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Do planned lessons assist students in meeting learning goals and relevant standards of proficiency?</li> <li>• Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs?</li> <li>• Is data from collaborative meetings used to inform instructional plans?</li> <li>• Is student achievement data used to differentiate instruction?</li> </ul>	<ul style="list-style-type: none"> <li>• Notes from team meetings</li> <li>• Clearly posted and/or communicated instructional targets/goals which refer to standards (at the student's instructional level) in a student-friendly format</li> <li>• Lesson plans which reflect accommodations for individual student needs</li> <li>• Plans for units of study which support adjustment based upon observed student outcomes</li> <li>• Plans for expanded curriculum, such as functional life skills and communication skills (when needed).</li> </ul>

### Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are notes and data from physical education PLC meetings used to inform instructional plans?</li> <li>• Do planned lessons show alignment with state and/or national standards?</li> <li>• Do planned lessons include activities that show knowledge of other content areas?</li> <li>• Do planned lessons demonstrate knowledge of scope and sequence for physical education?</li> </ul>	<ul style="list-style-type: none"> <li>• Photos and/or videos of lessons.</li> <li>• Rules or expectations of cross-disciplinary activities.</li> <li>• Notes from job-alike meetings.</li> <li>• Notes from physical education PLC meetings.</li> </ul>

## Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)</b>	Utilizes only a teacher directed instructional approach.	Beginning to integrate role variation, but relies primarily on direct instruction.	Varies role between instructor, facilitator, guide and audience. Considers learners' needs and instructional goals in determining appropriate instructional role.	Integrates a variety of roles for all members of the classroom community, so students become both teachers and learners.
<b>8.2 Uses available media and technology to support content and skill development.</b>	Does not incorporate or ineffectively incorporates available media and technology in support of content and skill development.	Moderately effective at incorporating available media and technology and/or support of content and skill development is not always clear.	Incorporates available media and technology that supports content and skill development.	Seeks out new and/or innovative ways to integrate available media and technology to support content and skill development.
<b>8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.</b>	Rarely uses instructional strategies which provide opportunities for students to communicate.	Sometimes uses instructional strategies which provide opportunities for students to communicate. May not allow for a variety of methods for communicating to various audiences	Uses instructional strategies which provide regular opportunities for students to develop and use a variety of methods for communicating to various audiences.	Uses instructional strategies to create an interactive environment where students independently select and use a variety of communication modes.



## Standard 8: Instructional Strategies *(continued)*

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.</b>	Does not use questioning strategies to stimulate discussion that enhances student learning.	While not always effective, attempts to use questioning strategies to stimulate discussion that enhances student learning.	Uses questioning strategies to stimulate discussion that enhances student learning.	Flexibly uses questioning strategies, based on in-the-moment analysis of student understanding, to stimulate discussion and move students forward in their learning.
<b>8.5 Engages all learners in developing higher order thinking skills and metacognitive processes.</b>	Does not use teaching strategies to develop higher order thinking skills or metacognitive processes.	Uses a limited number of strategies that are sometimes effective at developing higher order thinking skills and metacognitive processes for all learners.	Effectively uses various strategies to engage all learners in developing higher order thinking skills and metacognitive processes.	Creates a classroom culture where students use higher order thinking skills and metacognitive processes, both independently and with others, as a natural part of the learning process.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are varied roles used (at appropriate times) during the instructional process?</li> <li>• Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction?</li> <li>• Do students receive encouragement in applying various levels of questioning and problem-solving strategies?</li> <li>• Is collaboration in inquiry and problem-solving encouraged among students?</li> </ul>	<ul style="list-style-type: none"> <li>• Work samples</li> <li>• Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners)</li> <li>• Use of varied grouping strategies (e.g., individual, small group, and whole group)</li> <li>• Observation of student engagement</li> </ul>

## Standard 8: Instructional Strategies *(continued)*

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"><li>• Are varied roles used (at appropriate times) during the instructional process?</li><li>• Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction?</li><li>• Do students receive encouragement in applying various levels of questioning and problem-solving strategies?</li><li>• Is collaboration in inquiry and problem-solving encouraged among students?</li></ul>	<ul style="list-style-type: none"><li>• Works samples.</li><li>• Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners).</li><li>• Use of varied grouping strategies (e.g. individual, small group, ensemble, and whole class).</li><li>• Observations of student engagement.</li></ul>

### Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"><li>• Are varied roles used (at appropriate times) during the instructional process?</li><li>• Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction?</li><li>• Do students receive encouragement in applying various levels of questioning or problem-solving strategies?</li><li>• Is collaboration in inquiry and problem-solving encouraged among students?</li><li>• Does the teacher implement strategies that foster student engagement?</li></ul>	<ul style="list-style-type: none"><li>• Work samples</li><li>• Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners)</li><li>• Use of varied grouping strategies (e.g., individual, small group, and whole group)</li><li>• Observation of student engagement</li><li>• List of instructional strategies implemented and their outcomes</li><li>• Use of varied communication modalities to facilitate participation in discussion</li></ul>

### Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"><li>• Are appropriate tools and/or available equipment utilized to enhance and support inquiry and instruction?</li><li>• Are students encouraged to participate in and lead activities independently?</li></ul>	<ul style="list-style-type: none"><li>• Student-created games and activities.</li><li>• Games and activities are transitioned from classroom to recreational times.</li><li>• Students teaching games and activities.</li></ul>

## Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.</b>	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others.
<b>9.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.</b>	Does not use evidence to self-assess professional practice.	Uses few sources of evidence to self-assess professional practice.	Utilizes multiple sources of evidence to self-assess professional practice.	Integrates experimentation, data analysis, and reflection into daily professional practice. Readily engages in collaborative efforts to reflect on professional practice.
<b>9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.</b>	Demonstrates inadequate knowledge of federal, state, and district regulations and policies.	Demonstrates limited understanding of federal, state, and district regulations and policies.	Demonstrates thorough understanding and fully complies with federal, state, and district regulations and policies.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities.

## Standard 9: Professional Learning and Ethical Practice *(continued)*

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are strengths and areas for growth identified during self-assessment?</li> <li>• Are student outcomes or performance data used during self-assessment?</li> <li>• Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth?</li> <li>• Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements?</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Growth Goals</li> <li>• Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals</li> <li>• Active participation in team, school, PLC, and other meetings</li> <li>• Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities</li> </ul>

### Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Do planned lessons assist students in meeting learning goals and relevant standards?</li> <li>• Are colleagues and/or specialists involved in planning for the instruction of students with unique learning needs?</li> <li>• Is student performance used to differentiate instruction?</li> <li>• Does teacher demonstrate knowledge of the musical score?</li> <li>• Does teacher plan comprehensive performance cycles?</li> <li>• Does teacher select appropriate literature?</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Growth Goals.</li> <li>• Self-Assessment rubrics with documented reflection and relevance to Professional Growth Goals.</li> <li>• Active participation in team, school, PLC, music festivals, music conferences/ workshops, and other meetings.</li> <li>• Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities.</li> </ul>

### Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are strengths and areas for growth identified during self-assessment?</li> <li>• Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth?</li> <li>• Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements?</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Growth Goals</li> <li>• Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals</li> <li>• Active participation in team, school, PLC, Job Alike, and other meetings</li> <li>• Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities</li> <li>• Participation in professional development which relates to current student needs</li> <li>• Current with required trainings (e.g., Mandt, first aid, medication administration)</li> </ul>

### Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• No changes/additions.</li> </ul>	<ul style="list-style-type: none"> <li>• No changes/additions.</li> </ul>

## Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>10.1 Takes an active role in instructional meetings and activities.</b>	Rarely engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Sometimes engages in meetings and activities designed to plan curriculum, coordinate resources and solve problems.	Engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Initiates opportunities for staff collaboration to plan curriculum, coordinate resources, and solve problems.
<b>10.2 Works collaboratively with students and families to support learner development and achievement.</b>	Rarely invites interactive communication to support learner development and achievement.	Sometimes invites interactive communication. Shares information to support learner development and achievement.	Invites interactive communication to support learner development and achievement.	Uses interactive communication to foster a culture in which students know how to advocate for and articulate their learning needs in order to improve their achievement.
<b>10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.</b>	Does not cooperate with colleagues and/or does not implement effective practices in support of school and program goals.	Cooperates with colleagues in implementing effective practices in support of school and program goals.	Actively collaborates with colleagues in modeling and discussing effective practices in support of school and program goals.	Initiates collaboration, modeling, and reflective discussion of effective practices in support of school and program goals and advancement of the profession.

## Standard 10: Leadership and Collaboration *(continued)*

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Is there evidence of collaborative work with team members and/or the entire school to advance student learning?</li> <li>• Are opportunities to lead in student learning and development sought?</li> <li>• Are students, families, and other community resources encouraged to collaborate and be involved in learner development?</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of communication with families on student needs</li> <li>• Engagement in team and school meetings</li> <li>• Assumption of leadership roles at school, community (school-related), or district level</li> <li>• Guiding and collaborating with peers in advancing school goals</li> <li>• Modeling best practices or providing staff development for peers</li> </ul>

### Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Is there evidence of collaboration with school, area, program and District colleagues to advance student learning?</li> <li>• Are opportunities sought to advance music teaching and learning?</li> <li>• Are students, families and other community resources encouraged to collaborate in learner development?</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of communication with families on student needs.</li> <li>• Engagement in meetings (group, area, parent) to promote program goals.</li> <li>• Assumption of leadership roles at school, community (school-related), or District level.</li> <li>• Guiding and collaborating with peers in advancing school/program goals.</li> <li>• Modeling best practice or providing staff development for peers.</li> <li>• Preside and/or present at conferences.</li> <li>• Documentation of collaboration among colleagues.</li> </ul>

### Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Is there evidence of collaborative work with team members and/or the entire school to advance student learning?</li> <li>• Are opportunities to lead in student learning and development sought?</li> <li>• Are students, families, and other community resources encouraged to collaborate and be involved in learner development?</li> <li>• Does teacher work with related services to design, implement, and evaluate instructional plans for students with disabilities?</li> <li>• Does teacher provide consultation and/or support for school personnel?</li> <li>• Does teacher collaborate with the school staff and family to facilitate student participation in the least restrictive environment?</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of communication with families on student needs</li> <li>• Engagement in team and school meetings</li> <li>• Assumption of leadership roles at school, community (school-related), or district level</li> <li>• Guiding and collaborating with peers in advancing school goals</li> <li>• Modeling best practices or providing staff development for peers</li> <li>• Coordination and management of the classroom-based educational team</li> </ul>

### Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• No changes/additions.</li> </ul>	<ul style="list-style-type: none"> <li>• No changes/additions.</li> </ul>

# Counselor Rubric

**Standard 1: Overall**

<b>DNM</b>	<b>DP</b>	<b>PR</b>	<b>E</b>
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**Standard 1: Foundation**

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

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>1.1 The PSC incorporates the school counseling program mission, beliefs and philosophy to align with school goals.</b>	Demonstrates little knowledge of the school counseling program mission, beliefs and philosophy, and does not articulate the relationship between these foundational components and the design of the school counseling program.	Can locate and articulate the mission, beliefs and philosophy of the school counseling program. However, shows no evidence of recent review and limited connections to current student needs.	Creates\refines and displays the mission, beliefs and philosophy. Articulates with stakeholders. Mission reflects student needs and alignment with school-wide goals.	Annually reviews\revises and embeds the mission, beliefs, and philosophy in the delivery system design. Incorporates ongoing stakeholder communication. Mission reflects student needs and alignment with school-wide goals, and includes desired long range results.
<b>1.2 The PSC utilizes the ASCA national standards, as well as the Oregon Framework (OCGCF) to develop the content of the school counseling curriculum.</b>	Does not demonstrate use of the ASCA or OCGCF standards to develop lesson plans and other components of the school counseling program.	Recognizes and sometimes incorporates the ASCA and OCGCF standards and competencies in lesson plans and activities.	Implements a school counseling program to comprehensively address both ASCA and OCGCF student and school counselor standards.	Annually evaluates, revises and implements the school counseling program aligned with both ASCA and OCGCF student and school counselor standards.
<b>1.3 The PSC plans a school counseling program in the four domains to promote and enhance student achievement.</b>	Does not plan a School Counseling Program which includes the four domains.	Utilizes limited collaboration in planning a comprehensive program. One or more domains may not be addressed in the program design.	Designs a collaborative school-wide, cross curricular delivery system reflecting all four domains that engages school staff, administration and stakeholders.	Collaborates with counselors across programmatic levels within the school's feeder system. Engages stakeholders to design a school-wide, cross curricular delivery system reflecting all four domains.



**Standard 1: Foundation *(continued)***

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

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"><li>• Is there a demonstrated understanding of ASCA/OCGCF standards?</li><li>• Is there a demonstrated understanding of district mission, beliefs, and philosophy?</li><li>• Are the mission, beliefs and philosophy published or displayed for stakeholder view?</li><li>• How does the PSC incorporate the four domains in the delivery of the school counseling program?</li></ul>	<ul style="list-style-type: none"><li>• Lesson Plans (reflecting four domains)</li><li>• Annual Advocacy Plan/Measure</li><li>• Counselor Website</li><li>• Advisory Council</li></ul>

**Standard 2: Overall**

DNM	DP	PR	E
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**Standard 2: Delivery System**

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

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>2.1 The PSC facilitates delivery of a prevention-based, data-driven guidance curriculum aimed at the four domains.</b>	Presents minimal evidence that a standards-based curriculum is delivered on a consistent basis to ensure student mastery of competencies.	Provides guidance units, but there is some evidence that it is prevention based, data-driven aligned with standards or aimed at addressing student mastery of competencies.	Organizes comprehensive, proactive, developmentally appropriate guidance units. Manages an environment and provides opportunities that encourage learning. Uses effective strategies that ensure student engagement for mastery of competencies.	Highly skilled in organizing comprehensive, proactive, developmentally appropriate guidance units. Manages the environment and provides opportunities that foster learning. Integrates a wide array of strategies to ensure student engagement for mastery of competencies.
<b>2.2 The PSC coordinates consistent programming designed to help students on an individual or small group basis to establish personal goals and develop future plans.</b>	Does not counsel individual students and small groups of students with identified needs and concerns. Makes minimal effort to assist students with goal setting.	Counsels individual students and small groups occasionally, using a limited number of strategies. Ineffective or unclear referral process.	Counsels individual students and small groups of students based on identified needs, using appropriate theories and strategies. Informs students, parents and staff about the student referral process.	Uses appropriate theories and strategies when working with students and assists in the establishment of concrete plans, aimed at problem resolution. Utilizes an extensive repertoire of strategies to initiate and refine referral processes.
<b>2.3 The PSC addresses the immediate needs or concerns of students by providing specific ongoing responsive services such as consultation, individual or small group counseling, crisis counseling, referrals, and peer facilitation.</b>	Does not address the immediate needs or concerns of students.	While not always effective, attempts to establish processes or systems designed to address immediate needs or concerns of students.	Actively implements and revises immediate and ongoing responsive services planning to address student needs or concerns.	Proactively plans and provides leadership in order to systemically initiate responsive services which address student, school-wide and/or district needs or concerns.

**Standard 2: Overall**

<b>DNM</b>	<b>DP</b>	<b>PR</b>	<b>E</b>
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**Standard 2: Delivery System (continued)**

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

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>2.4 The PSC maintains and enhances the total school counseling program by providing system support.</b>	Provides support not related to the school counseling program. Seldom provides system support.	Provides partial evidence of system support.	Maintains and enhances the total school counseling program through system support.	Initiates and provides leadership for systemic change in professional development, consultation, collaboration, and program management at the building and/or district level.

Guiding Questions Examples	Evidence Examples
<ul style="list-style-type: none"> <li>• Does the PSC offer support groups for various needs?</li> <li>• Does the PSC offer office hours for individual counseling?</li> <li>• Does the PSC respond to referrals in a timely manner?</li> <li>• Does the PSC data support and demonstrate responsive services?</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in SST, YST, Department Chair and/or Leadership meetings</li> <li>• Guidance curriculum, responsive services, system support, individual/group</li> <li>• Interagency collaboration (including partnering to provide guidance, such as Willamette Valley Hospice)</li> <li>• Intra-department collaboration on delivering guidance curriculum (e.g., forecasting, partnering with health teachers, college and career nights)</li> </ul>

**Standard 3: Overall**

<b>DNM</b>	<b>DP</b>	<b>PR</b>	<b>E</b>
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**Standard 3: Management**

The Professional School Counselor manages a developmental, comprehensive school, data-driven counseling program.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>3.1 The PSC works with school administration to develop a Management Agreement defining the school counselor's role in the school counseling program.</b>	Does not communicate or collaborate with school administration about school counselor's role in the school. No verbal or written Management Agreement exists.	Communicates with school administration to establish an agreement about the counselor role in the school.	Collaborates with administration to create a detailed annual written Management Agreement to align with the ASCA Model. Counselor activities and practices are aligned with the terms of the agreement.	Documents ongoing communication with administration to review and revise Management Agreement to continually improve practices. Counselor activities and practices are guided by the terms of the agreement.
<b>3.2 The PSC establishes and regularly convenes an advisory council for the comprehensive school counseling program.</b>	Provides no documentation of stakeholder input on planning and designing the school counseling program.	Documents some stakeholder input in planning and designing the school counseling program, but has not established or convened an advisory council.	Establishes and convenes an advisory council to advise and assist with planning and designing the school counseling program and meets at least two times per year.	Meets at least twice annually with the established advisory council and integrates actions and recommendations of the advisory council into planning, designing and implementing the school counseling program. Bylaws, agendas, and minutes exist.
<b>3.3 The PSC participates in the design and implementation of school guidance curriculum action plans aligning them with both school and school counseling program goals.</b>	Minimal evidence of participation in the design and implementation of guidance curriculum action plans.	While not always effective, attempts to implement guidance curriculum action plans.	Creates and/or implements guidance curriculum action plans. Clear alignment with school and program goals.	Continually refines and implements guidance curriculum action plans. Shares results with stakeholders and seeks input for improvement.

**Standard 3: Overall**

DNM	DP	PR	E
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**Standard 3: Management (continued)**

The Professional School Counselor manages a developmental, comprehensive school, data-driven counseling program.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>3.4 The PSC organizes and manages time to implement an effective school counseling program for all students.</b>	Makes minimal effort to organize time in support of effective school counseling objectives.	Understands the value of organizing and allocating time, but does not provide an effective school counseling program for all students.	Effectively organizes and allocates time to ensure effective implementation of a comprehensive, prevention-based school counseling program for all students. Pursues opportunities to connect with students individually on a regular basis.	Maximizes time management through an organized, collaborative process of partnering with others to ensure the delivery of a comprehensive, prevention-based SC program designed to maximize student success.

Guiding Questions Examples	Evidence Examples
<ul style="list-style-type: none"> <li>• Is there a management agreement, developed with building administration, in place that promotes a climate of respect and learning?</li> <li>• In what ways does the PSC participate in the design/implementation of the SGC/CTG action plans?</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of active participation between counselors and administration</li> <li>• Presence of active management agreement</li> <li>• Daily, weekly and long term plans are maintained.</li> <li>• Time task analysis</li> <li>• Advisory Council and Counseling Meeting agendas/minutes</li> <li>• Action plans with results (MEASURE)</li> </ul>

#### Standard 4: Overall

**DNM DP PR E**

#### Standard 4: Accountability

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

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>4.1 The PSC helps design and implement a collaborative monitoring system to assess whether students are on grade level, in order to improve student academic success in school.</b>	Rarely provides evidence of monitoring systems in place.	Attempts to use and/or partial development of monitoring systems that may be appropriate to the school or students.	Develops and/or implements effective monitoring systems and consistently utilizes them to monitor and support student and school success.	Integrates a comprehensive monitoring system using individual student data and other early warning signs to identify at-risk students. Processes and procedures are in place to support these students.
<b>4.2 The PSC collects and analyzes data for school counseling activities and interventions.</b>	Provides minimal evidence of data collection for SC activities.	Sometimes analyzes data for SC activities. Attempts to develop some interventions, based on data analysis.	Collects, analyzes and uses process, perception and results data to determine the effectiveness of SC activities and interventions. Modifies program to improve outcomes.	Collects process, perception and results data to determine the effectiveness of SC activities and interventions. Uses data sharing strategies with stakeholders to promote systemic improvement.
<b>4.3 The PSC submits written results reports for his/her school counseling activities and interventions to supervisor.</b>	Provides no evidence that written results reports will be completed and submitted on time. Written results reports are not completed or submitted on time.	Provides vague written results reports related to the school counseling program and student outcomes.	Provides timely written results reports with process, perception and results data for school guidance curriculum and closing the gap activities.	Provides timely written results reports that are clearly aligned with school goals. High quality process, perception and results data are included and shared with stakeholders for continuous improvement.

**Standard 4: Overall**

**DNM DP PR E**

**Standard 4: Accountability (continued)**

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

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>4.4 The PSC uses process, perception, and results reports to improve the guidance curriculum.</b>	Provides no evidence that data reports are used to guide program improvement.	Provides evidence that guidance curriculum data is used for school counseling program design and improvement.	Uses the guidance curriculum results reports to evaluate program effectiveness and to determine future school counseling activities and interventions.	Efficiently uses results reports to proactively design curriculum in collaboration with advisory council and other stakeholders.
<b>4.5 The PSC conducts the ASCA annual program audit of the school counseling program and uses it to guide program improvement.</b>	Does not conduct the annual program audit.	Annually completes the program audit, but provides no evidence of using the results to drive program improvement.	Conducts an annual program audit and uses it as a guide to make program improvements.	Initiates and completes a thorough program audit, involving stakeholders. Integrates audit results in the design and modification of the comprehensive school counseling program.

Guiding Questions Examples	Evidence Examples
<ul style="list-style-type: none"> <li>• Does the PSC conduct a program audit?</li> <li>• Does the Closing the Gap Plan show results? Are they used to shape the program?</li> <li>• Is there evidence that information is shared with stakeholders to improve the guidance curriculum?</li> <li>• How is the counselor assisting in the design and implementation of a collaborative monitoring system?</li> </ul>	<ul style="list-style-type: none"> <li>• SST notes</li> <li>• Annual MEASURE (Closing the Gap Results Report)</li> <li>• Program audit,</li> <li>• Collects, evaluates, and shares data with stakeholders on a continuing basis</li> <li>• Documentation of how collaborative monitoring system is supporting students</li> </ul>

**Standard 5: Overall**

DNM	DP	PR	E
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**Standard 5: Leadership and Advocacy**

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

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>5.1 The PSC leads and advocates for school counseling program within the counseling department, school setting and community.</b>	Does not regularly attend mandated school or District meetings. Does not participate in collaborative activities.	Sometimes demonstrates a leadership role in school/District meetings and activities, but with minimal engagement.	Takes a leadership role in meetings and activities designed to plan curriculum, coordinate resources and address school district and/or community needs.	Pursues leadership opportunities for stakeholder collaboration. Shares responsibility for decision making and accountability to facilitate student success.
<b>5.2 The PSC advocates for the success of all students by actively engaging other stakeholders in school teams that provide individualized student supports.</b>	Rarely attends team meetings for students on caseload and/or is not adequately prepared to support the development of effective student academic or support plans.	Demonstrates limited consultation and collaboration with parents, teachers, administrators and other team members.	Prepares in advance by examining and analyzing individual student data and regularly participates in student support teams. Advocates for individualized plans, resources and service to support student success. Engages stakeholders in respectful communication that supports student success.	Partners with school staff, parents and community stakeholders to ensure appropriate student support teams are in place and aligned with best practices. Knows and uses an effective consultation model with corresponding data in working with these partners. This includes the development and implementation of action plans.
<b>5.3 The PSC uses qualitative and/or quantitative data to recommend systemic change in policy and procedures that limit or inhibit equity, access or academic achievement.</b>	Cannot articulate or locate school policy/procedures. Misinterprets policy when approached by others with concerns of fairness. Minimal evidence of advocating for policy or procedural change to improve student success.	Has a basic knowledge of school policies and procedures. Occasionally uses data to inform recommendations.	Demonstrates clear understanding of school policies and procedures. Consistently uses data to design recommendations which promote academic achievement.	Displays extensive knowledge of both school and district policies and procedures. Uses data to drive recommendations that shape policy and procedure for systemic improvement aimed at improving student success.



Guiding Questions Examples	Evidence Examples
<ul style="list-style-type: none"> <li>• How does the PSC show leadership and advocacy in the school?</li> <li>• How does the PSC collaborate with stakeholders for systemic change?</li> <li>• When given an opportunity, does the PSC provide professional development for staff?</li> <li>• Does the PSC facilitate or attend SST?</li> <li>• Does the PSC facilitate or attend YST??</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of participation in conversations about possible changes to school policy and district procedures.</li> <li>• Documentation of participation with various school stakeholders</li> <li>• Advocacy plan</li> <li>• Closing the Gap Results Reports, staff meeting agendas, SST/YST minutes, emails, attendance logs</li> <li>• Academy of Teaching and Learning transcripts</li> <li>• Documentation of initiating activities/programs to further enhance systems</li> </ul>

**Standard 6: Overall**

<b>DNM</b>	<b>DP</b>	<b>PR</b>	<b>E</b>
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**Standard 6: Professional Learning and Ethical Practice**

The Professional School Counselor (PSC) adheres to professional ethical standards, policies and laws in conduct and practices.

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

<b>Indicator</b>	<b>Does Not Meet Standard (DNM)</b>	<b>Developing Proficiency Toward Standard (DP)</b>	<b>Proficient Relative to Standard (PR)</b>	<b>Exceeds Standard (E)</b>
<b>6.1 The PSC sets annual professional growth goals and engages in meaningful and appropriate professional learning opportunities to improve skills, knowledge, and practices.</b>	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others. Engages in professional networking activities and regularly reviews school counseling research, articles, and journals.
<b>6.2 The PSC reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender and learning differences to build stronger relationships.</b>	Lacks awareness of own personal biases and their impact on relationships. Does not take into account student differences in ways that support counseling services.	Acknowledges student differences and addresses some individual student needs.	Incorporates culturally responsive counseling services. Continues to deepen understanding of student differences and explores ways to address individual student needs.	Transcending their own bias, the counselor utilizes a variety of approaches to understand students' diverse needs and maintains a belief in all students' capacity for success.
<b>6.3 The PSC demonstrates knowledge of legal and ethical rights and responsibilities.</b>	Demonstrates inadequate knowledge of federal, state, and district regulations and policies.	Demonstrates limited understanding of federal, state, and district regulations and policies.	Demonstrates thorough understanding and fully complies with federal, state, and district regulations and policies. Conducts self in a professional and ethical manner when dealing with students, families and colleagues.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities. Models the highest legal and ethical standards, ensuring that professional practices support the success of all students and supports their individual rights.

**Standard 6: Professional Learning and Ethical Practice (*continued*)**

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

Guiding Questions Examples	Evidence Examples
<ul style="list-style-type: none"><li>• Is the PSC able to be personable and collaborative with students, parents and staff?</li><li>• Does the PSC adhere to professional and ethical standards?</li><li>• Does the PSC show or reflect cultural awareness in his/her counseling activities?</li></ul>	<ul style="list-style-type: none"><li>• Academy of Teaching and Learning transcript (PDU verification)</li><li>• Documentation of professional membership (such as ASCA/OSCA)</li><li>• Counselor Website</li><li>• Professional growth goals</li><li>• Documentation of professional conference attendance</li><li>• Participation in professional development related to cultural competency</li></ul>



## Teacher Rubric Worksheet

### The Learner and Learning

#### St. 1: Learner Development

- 1.1 Understands how students learn and develop
- 1.2 Designs developmentally appropriate instruction

	DNM	DP	PR	E
<b>1.1</b>				
<b>1.2</b>				

#### St. 2: Learning Differences

- 2.1 Makes provisions for learning needs of individual students
- 2.2 Supports development of student academic language proficiency

	DNM	DP	PR	E
<b>2.1</b>				
<b>2.2</b>				

#### St. 3: Learning Environments

- 3.1 Create a successful environment engaging all learners
- 3.2 Communicates with students in ways that respect personal backgrounds
- 3.3 Establishes a safe and productive student learning environment

	DNM	DP	PR	E
<b>3.1</b>				
<b>3.2</b>				
<b>3.3</b>				

### Content

#### St. 4: Content knowledge

- 4.1 Knowledge of content within the academic discipline taught
- 4.2 Integrates culturally relevant content to build on learner background knowledge
- 4.3 Encourages learners to understand, question, and analyze diverse perspectives

	DNM	DP	PR	E
<b>4.1</b>				
<b>4.2</b>				
<b>4.3</b>				

#### St. 5: Application of content

- 5.1 Encourages learners to make connections between academic content and real world issues
- 5.2 Engages students in critical and creative thinking, encouraging new ideas and approaches

	DNM	DP	PR	E
<b>5.1</b>				
<b>5.2</b>				

### Instructional Practice

#### St. 6: Assessment

- 6.1 Designs/selects assessments that match learning objectives with assessment methods
- 6.2 Evaluates formative/summative assessment data to identify student needs
- 6.3 Encourages students to identify quality work and gives effective feedback to guide progress

	DNM	DP	PR	E
<b>6.1</b>				
<b>6.2</b>				
<b>6.3</b>				

## Teacher Rubric Worksheet

### St. 7: Planning for instruction

- 7.1 Designs instruction and learning aligned to curriculum standards and student needs
- 7.2 Evaluates and adjusts plans based on student outcomes
- 7.3 Plans collaboratively with other professionals to meet student learning needs

	DNM	DP	PR	E
7.1				
7.2				
7.3				

### St. 8: Instructional strategies

- 8.1 Varies role in instructional process
- 8.2 Uses available media and technology to support content and skill development
- 8.3 Employs a variety of strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes
- 8.4 Utilizes a variety of questioning and discussion techniques to help learners understand and articulate their ideas
- 8.5 Encourages all learners to develop higher order thinking skills and self-reflection

	DNM	DP	PR	E
8.1				
8.2				
8.3				
8.4				
8.5				

### St. 9: Professional learning and ethical practice

- 9.1 Engages in ongoing academic and professional development activities
- 9.2 Uses multiple sources of evidence to self-assess effectiveness
- 9.3 Demonstrates knowledge of legal and ethical rights and responsibilities

	DNM	DP	PR	E
9.1				
9.2				
9.3				

### St. 10: Leadership and Collaboration

- 10.1 Takes an active role in instructional meetings and activities
- 10.2 Works collaboratively with students and families to support learner development
- 10.3 Models effective practice and demonstrates shared leadership in support of school and program goals

	DNM	DP	PR	E
10.1				
10.2				
10.3				

## Counselor Rubric Worksheet

### St. 1: Foundation

- 1.1 The PSC incorporates the school counseling program mission, beliefs, and philosophy to align with school goals.
- 1.2 The PSC utilizes the ASCA national standards, as well as the Oregon Framework (OCGCF) to develop the content of the school counseling curriculum.
- 1.3 The PSC plans a school counseling program in the four domains to promote and enhance student achievement.

	DNM	DP	PR	E
<b>1.1</b>				
<b>1.2</b>				
<b>1.3</b>				

### St. 2: Delivery System

- 2.1 The PSC facilitates delivery of a prevention-based, data-driven guidance curriculum aimed at the four domains.
- 2.2 The PSC coordinates consistent programming designed to help students on an individual or small group basis to establish personal goals and develop future plans.
- 2.3 The PSC addresses the immediate needs or concerns of students by providing specific ongoing responsive services such as consultation, individual or small group counseling, crisis counseling, referrals, and peer facilitation.
- 2.4 The PSC maintains and enhances the total school counseling program by providing system support.

	DNM	DP	PR	E
<b>2.1</b>				
<b>2.2</b>				
<b>2.3</b>				
<b>2.4</b>				

### St. 3: Management

- 3.1 The PSC works with school administration to develop a Management Agreement defining the school counselor's role in the school counseling program.
- 3.2 The PSC establishes and regularly convenes an advisory council for the comprehensive school counseling program.
- 3.3 The PSC establishes and regularly convenes an advisory council for the comprehensive school counseling program.
- 3.4 The PSC organizes and manages time to implement an effective school counseling program for all students.

	DNM	DP	PR	E
<b>3.1</b>				
<b>3.2</b>				
<b>3.3</b>				
<b>3.4</b>				

## Counselor Rubric Worksheet

### St. 4: Accountability

4.1 The PSC helps design and implement a collaborative monitoring system to assess whether students are on grade level, in order to improve student academic success in school.		<b>DNM</b>	<b>DP</b>	<b>PR</b>	<b>E</b>
4.2 The PSC collects and analyzes data for school counseling activities and interventions.					
4.3 The PSC submits written results reports for his/her school counseling activities and interventions to supervisor.					
4.4 The PSC uses process, perception, and results reports to improve the guidance curriculum.					
4.5 The PSC conducts the ASCA annual program audit of the school counseling program and uses it to guide program improvement.					

### St. 5: Leadership and Advocacy

5.1 The PSC leads and advocates for school counseling program within the counseling department, school setting and community.		<b>DNM</b>	<b>DP</b>	<b>PR</b>	<b>E</b>
5.2 The PSC advocates for the success of all students by actively engaging other stakeholders in school teams that provide individualized student supports.					
5.3 The PSC uses qualitative and/or quantitative data to recommend systemic change in policy and procedures that limit or inhibit equity, access or academic achievement.					

### St. 6: Professional Learning & Ethical Practice

6.1 The PSC sets annual professional growth goals and engages in meaningful and appropriate professional learning opportunities to improve skills, knowledge, and practices.		<b>DNM</b>	<b>DP</b>	<b>PR</b>	<b>E</b>
6.2 The PSC reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender and learning differences to build stronger relationships.					
6.3 The PSC demonstrates knowledge of legal and ethical rights and responsibilities.					



## TEACHER SLG GOAL SETTING TEMPLATE

Teacher: \_\_\_\_\_ Contract Status: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Administrator/evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Level: ☐ Elementary ☐ Middle School ☐ High School  
 Goal Type: ☐ Individual Goal ☐ Team Goal

SLG GOAL 1		
Goal-Setting Conference	Content Standards/Skills	
	Assessments	
	Context/Students	
	Baseline Data	
	Student Growth Goal (Targets)	
	Rationale	
	Strategies	
	Professional Learning and Support	

SLG GOAL 2		
	Content Standards/Skills	
	Assessments	
	Context/Students	
	Baseline Data	
	Student Growth Goal (Targets)	
	Rationale	
	Strategies	
	Professional Learning and Support	
Sign-Off at Initial Collaborative Meeting: Date: _____ Teacher: _____ Principal: _____		
	Professional Growth Goal(s)	
	Strategies	
	Professional Learning and Support	

<b>Mid-Year Review</b>	<b>Collaborative Mid-Year Goal Review (Probationary)</b>			
	<b>Strategy Modification</b>			
	<b>Teacher Signature:</b>	<b>Date:</b>	<b>Administrator/evaluator Signature:</b>	<b>Date:</b>

<b>Year-End Goal Conference</b>	<b>End-of-Year Data</b>			
	<b>Reflection on Results</b>			
	<b>Professional Growth Plan Implications</b>			
	<b>Teacher Signature:</b>	<b>Date:</b>	<b>Administrator/Evaluator Signature:</b>	<b>Date:</b>

## FORMAL OBSERVATION PRE-OBSERVATION FORM

**Teacher:**

**Observation Made by:**

**Date & Time of Visit:**

**Subject or Class:**

1. Objective of the Lesson:
2. Common Core or State Standards addressed in this lesson:
3. Instructional Procedures/Activities to be Used:
4. How Student Achievement of Objectives will be Assessed:
5. Specific Areas for Observation:
6. Special consideration for observer:
7. Alternative Activities:

## **Self-Reflection Tool**

At the end of the school year, each educator is asked to reflect on their professional learning, growth, and performance.

Carefully reflect on your Professional Learning and your performance on the Professional Standards.

1. What have you learned or re-learned from the observations and the professional learning activities in which you have taken part this year?
2. Describe a standard in which you have demonstrated substantial competence.
3. Based on the analysis of your performance, what goals will you be focusing on as you move toward with your professional growth, or what new goals do you anticipate including in your professional goals for next year?
4. Describe how you have supported the school's improvement plan.

## The Oregon Matrix for Summative Evaluations for Teachers and Administrators

Beginning in the 2014-15 school year, all districts began to use the Oregon Matrix Model for their summative evaluations. In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersect with Student Learning and Growth (SLG) culminating in a Professional Growth Plans (Facilitative, Collegial, Consulting, Directed) and summative performance level. We will continue to use this matrix through the lens of current evaluative practice outlined in this Handbook.

Y-AXIS: Combined Rating on Professional Practice and Professional Responsibilities (PP/PR)	LEVEL 4 (Highest)	<b>COLLEGIAL</b> Focus on SLG Goals  <b>*SLG INQUIRY</b> due to <b>LOW</b> level of fidelity between measures  <b>3</b>	<b>FACILITATIVE or COLLEGIAL</b> Focus on SLG Goals Determined post inquiry  <b>*SLG INQUIRY</b> due to only <b>SOME</b> level of fidelity between measures  <b>3 or 4</b>	<b>FACILITATIVE</b>  <b>GOOD</b> level of fidelity between measures  <b>4</b>	<b>FACILITATIVE</b>  <b>HIGHEST</b> level of fidelity between measures  <b>4</b>
	LEVEL 3	<b>COLLEGIAL or CONSULTING</b> Focus on SLG Goals Determined post inquiry  <b>*SLG INQUIRY</b> due to <b>SOME</b> level of fidelity between measures  <b>2 or 3</b>	<b>COLLEGIAL PLAN</b>  <b>GOOD</b> level of fidelity between measures  <b>3</b>	<b>COLLEGIAL</b>  <b>HIGHEST</b> level of fidelity between measures  <b>3</b>	<b>COLLEGIAL</b>  <b>GOOD</b> level of fidelity between measures  <b>3</b>
	LEVEL 2	<b>CONSULTING</b>  <b>GOOD</b> level of fidelity between measures  <b>2</b>	<b>CONSULTING</b>  <b>HIGHEST</b> level of fidelity between measures  <b>2</b>	<b>CONSULTING</b>  <b>GOOD</b> level of fidelity between measures  <b>2</b>	<b>COLLEGIAL or CONSULTING</b> Determined post inquiry  <b>*PP/PR INQUIRY</b> due to only <b>SOME</b> level of fidelity between measures  <b>2 or 3</b>
	LEVEL 1 (Lowest)	<b>DIRECTED</b>  <b>HIGHEST</b> level of fidelity between measures  <b>1</b>	<b>DIRECTED</b>  <b>GOOD</b> level of fidelity between measures  <b>1</b>	<b>CONSULTING or DIRECTED</b> Determined post inquiry  <b>*PP/PR INQUIRY</b> due to only <b>SOME</b> level of fidelity between measures  <b>1 or 2</b>	<b>CONSULTING</b>  <b>*PP/PR INQUIRY</b> due to only <b>LOW</b> level of fidelity between measures  <b>2</b>
		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.

## PHILOMATH EVALUATION SCORING GUIDE

*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. 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 progress 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.

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: <ul style="list-style-type: none"><li>• 4 on both goals</li></ul>	You could score: <ul style="list-style-type: none"><li>• 3 on both goals, or</li><li>• 3 on one goal &amp; 4 on one goal, or</li><li>• 4 on one goal &amp; 2 on one goal</li></ul>	You could score: <ul style="list-style-type: none"><li>• 2 on both goals, or</li><li>• 2 on one goal &amp; 3 on one goal, or</li><li>• 3 on one goal &amp; 1 on one goal, or</li><li>• 4 on one goal &amp; 1 on one goal</li></ul>	You could score: <ul style="list-style-type: none"><li>• 1 on both goals, or</li><li>• 1 on one goal &amp; 2 on one goal</li></ul>

### III. Scoring Student Learning and Growth (SLG) Goals

SLG goals are detailed, measurable goals for student academic growth aligned to standards and developed by educators and their supervisors. They are rigorous, yet attainable goals. 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.

The following tools are used to score SLG goals to determine the educator's 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 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.

Level 4 (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.
Level 3	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.
Level 2	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.
Level 1 (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.

## IV. Final Summative Performance Level and Professional Growth Plan

Taking the performance levels for professional practice and professional responsibilities (PP/PR) and student learning and growth (SLG) find where the X-Axis intersects with the Y-Axis on the matrix. The PP/PR



will then be compared to the SLG to determine the educator's Professional Growth Plan and overall summative performance level. 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.

## V. Inquiry Processes

### Student Learning and Growth Inquiry Process (SLG Inquiry):

In order to determine an educator's Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:

- Collaboratively examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on classroom, school, school district and state-based tools and practices; etc.
- Collaboratively examine circumstances which may include one or more of the following: Goal setting process including assessment literacy; content and expectations; extent to which standards, curriculum and assessment are aligned; etc.

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

### Professional Practice and Professional Responsibility Inquiry Process (PP/PR Inquiry):

To determine an educator's Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:

- Reexamine evidence and artifacts and an outside evaluator (Supervisor, VP, other district administer) may be called in

- Educator has the opportunity to provide additional evidence and/or schedule additional observations with focus on area of need
- Evaluator's supervisor is notified and inter-rater reliability protocols are revisited

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

#### **VI. Aligned Professional Learning**

All educators Professional Growth Plans should include aligned professional learning tailored to meet their individual growth needs.

SCHOOL YEAR \_\_\_\_\_

## PROGRAM OF ASSISTANCE FOR IMPROVEMENT

NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

ASSIGNMENT: \_\_\_\_\_

You are being placed on this Program of Assistance for Improvement because of unsatisfactory performance as specified in the deficiencies identified below. This program is designed to help you correct these deficiencies.

Upon successful completion of this Program of Assistance for Improvement, those areas in the program which had been identified as deficient will be monitored for the period of one year. If an acceptable level of performance is maintained, you will be returned to the regular evaluation cycle. Unsuccessful completion of this program may result in non-renewal or dismissal of employment.

**I. Description of Deficiency:** Cite related standard(s) or job description item(s)

**II. Administrator's Expectations:** (How things should look after the deficiency has been corrected)

**III. Recommended Program to Correct Deficiency:**

**IV. Criteria Which Will be Used to Measure Correction:**

**V. Assistance and Resources to be Provided:** (if appropriate)

**VI. Monitoring Procedures:**

**VII. Date by Which Program Must be Completed:**

This is to certify that this program has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond to any and all issues contained in this program.

---

**Staff Member signature**

**Date**

**Administrator signature**

**Date**

## **Appendix B**

### **Support Materials**

## Licensed Educator: Student Growth Goal (SGG) and Professional Growth Goal (PGG) Checklist

*This checklist should be used for both writing and approving SGGs and PGGs. It should be made available to both teachers and evaluators for these purposes.*

Content	Context	Interval of Instruction	Baseline Data	Student Growth Goal Statement	Strategies for Improvement	Professional Growth Goal
<i>What content will the SGG target? To what related standards is the SGG aligned?</i>	<i>Which students will be included in this SGG? Include course, grade level, and number of students.</i>	<i>What is the duration of the course that the SGG will cover?</i>	<i>What information is being used to inform the creation of the SGG and establish the amount of growth that should take place within the time period?</i>	<i>Considering all available data and content requirements, what growth target(s) can students be expected to reach? What assessment(s) will be used to measure student growth for this SGG?</i>	<i>How will I help students attain the SGG? What specific actions will lead to goal attainment? What strategies will the educator incorporate into his/her methodology and professional practice?</i>	<i>Considering both student data and the educator's self-reflection on the Licensed Educator Evaluation Rubric, what would be an aligned professional growth goal that will support my instructional and/or professional improvement?</i>
<input type="checkbox"/> Specifies how the SGG will address applicable standards from the following: (1) Common Core State Standards, (2) Oregon Content Standards, or (3) curriculum guides/planned course statements. <input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction <input type="checkbox"/> Identifies core knowledge and skills students are expected to attain as required by the applicable standards	<input type="checkbox"/> Includes all students in the class covered by the SGG <input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth <input type="checkbox"/> Does not exclude subgroups of students that may have difficulty meeting growth targets	<input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, trimester, year)	<input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments) <input type="checkbox"/> Summarizes the educator's analysis of the baseline data by identifying student strengths and weaknesses	<input type="checkbox"/> Ensures all students in the course have a growth target <input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth <input type="checkbox"/> Identifies assessments that will effectively measure course content and reliably measure student learning as intended <input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth <input type="checkbox"/> Sets ambitious yet attainable targets	<input type="checkbox"/> Specific strategies to assisting students to meet the SGG are included <input type="checkbox"/> Specific strategies are listed that will assist the educator in meeting their professional growth goal <input type="checkbox"/> The strategies to assist students and the professional growth strategies are aligned	<input type="checkbox"/> Educator has used his/her self-reflection on the Licensed Educator Evaluation Rubric to determine professional goal <input type="checkbox"/> Achievement of the educator's professional growth goal will improve student learning and engagement <input type="checkbox"/> Educator includes ways to team with colleagues to successfully achieve his/her goal



## **GUIDANCE FOR SETTING STUDENT LEARNING AND GROWTH (SLG) GOALS**

*A Component of the Oregon Framework for Teacher and Administrator Evaluation and Support Systems*

**Revised August 2017**

**OREGON DEPARTMENT OF EDUCATION**

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## INTRODUCTION

With the passage of Senate Bill 290 in 2011 and the Elementary and Secondary Education Act (ESEA) Flexibility waiver in 2012, Oregon began implementing a new educator evaluation and support system with the primary goal of promoting professional growth and continuous improvement of all educators' practice leading to improved student achievement. The new system clearly defines effective practice and promotes collaboration and shared ownership for professional growth.

Oregon's educator evaluation system requires the use of multiple measures of performance, including evidence of professional practice, professional responsibilities, and impact on student learning and growth. In order to measure teachers' contribution to student academic progress at the classroom level and administrators' contribution at the school or district level, Oregon is using the Student Learning and Growth (SLG) goals process.

With the replacement of ESEA and its accompanying waiver with the Every Student Succeeds Act (ESSA) in December 2016, states were granted more flexibility in structuring systems to support educator effectiveness in all its school districts. Oregon's ESSA plan includes the parameters for school districts in developing and implementing their educator evaluation and support systems. Revisions to the Oregon Framework for Teacher and Administrator Evaluation and Support were developed in the summer of 2017 by an educator effectiveness workgroup that included stakeholders representing a variety of roles and regions throughout Oregon.

## PURPOSE OF THE GUIDE

The purpose of this guidebook is to provide assistance to districts as they implement the SLG goals process. This guidance outlines required SLG goal components and processes to ensure consistency and quality across schools and districts. This updated guidebook (August 2017) clarifies the SLG goal process and reflects Oregon's final state guidelines for educator evaluation and support systems. This document designed to replace the *Guidance for Setting Student Learning and Growth Goals* released in August 2016.

## STUDENT LEARNING AND GROWTH GOALS OVERVIEW

### What are Student Learning and Growth Goals?

SLG goals are detailed, measurable goals for student learning and growth developed collaboratively by educators and their evaluators. They are based on student learning needs identified by a review of students' baseline skills. SLG goals are aligned to standards and clearly describe specific learning targets students are expected to meet. Goals are rigorous, yet attainable.

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, and why a specific level of growth has been set for students.



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 how students' are performing at the start of the course/class.

## Who Should Set Student Learning and Growth Goals?

All teachers and administrators, as defined in state statute (ORS 342.815 & ORS 342.856), must use the new educator evaluation system requirements described in the Oregon Framework (SB290/ESEA waiver). This includes all Teacher Standards and Practices Commission (TSPC) licensed educators. See Appendix A for definitions and exceptions as they relate to SB290.

## Why Use Student Learning and Growth Goals?

SLG goals offer a clear connection between instruction, assessment, and student data. Educators employ a range of instructional strategies, skills, and techniques to affect outcomes for student academic learning, critical thinking, and behavior. The SLG goal process measures student learning and growth through various types of assessments (e.g., state tests, interim assessments, projects, or portfolios based on state criteria for quality and comparability). The SLG goal process also helps educators focus on broader priorities within the school, district, or state. For example, SLG goals can specifically include evidence-based practices that reinforce the expectations for all students to be college and career ready.

## Advantages of SLG Goals

There are a number of advantages of using SLG goals as a mechanism for monitoring student growth:

- **Reinforce evidence-based instructional practice.** Effective instruction begins with assessing student learning needs. The SLG goal process aligns with good instructional practice in which educators assess student needs, set goals for their students, use formative and summative data to monitor student progress, and modify instruction based on student needs.
- **Focus on student learning.** SLGs are an opportunity for educators to craft clear goals for student learning and document students' progress toward those goals. The SLG goals process allows all educators the opportunity to focus on the specific objectives they believe are important to achieve with their students.
- **Help develop collaborative communities.** Ideally, SLG goals are developed by teams of educators rather than individuals. Educators should, wherever possible, work collaboratively with grade, subject area, or course colleagues to develop SLG goals. The process encourages districts and schools to create official time for collaboration and use existing opportunities, such as professional learning communities and staff meetings for collaboration. Teachers who do not have a team of peers within their building should consider collaborating with similarly-situated teachers in another school or district.

## REQUIRED COMPONENTS FOR SLG GOALS

The following components are essential for high quality SLG goals and are required for all educators' goals. See Appendix B for examples and blank templates for teacher and administrator goals.

1. **Content Standards/Skills** - Based on the relevant content and skills students should know or be able to do at the end of the course/class, a clear statement of a specific area of focus is selected. These should be specific state or national standards (a statement such as "Common Core State Standards in Math" is not specific enough).

Teachers should set goals based on the standards to which they instruct.

**Example:**

8.3S.2 Organize, display, and analyze relevant data, construct an evidence-based explanation of the results of a scientific investigation, and communicate the conclusions including possible sources of error. Suggest new investigations based on analysis of results.

2. **Assessments** - Describes how student learning and growth will be measured. In Oregon, two categories of assessments are used for SLG goals. Assessments must be aligned to state or national standards and meet state criteria.

3. **Context/Students** - Description of the demographics and learning needs of all students in the class or course. This should include relevant information that could include, but is not limited to: the number of students and their gender, race/ethnicity, socioeconomic status, and any students with diverse learning needs (e.g., EL, IEP, 504 plans). For those educators who do not meet with students on a regular basis, including contact time (e.g., one 50 minute period per day, two 90 minute blocks per week, etc.) provides additional context for the goals developed by the educator. The context will affect the development of your tiered targets and instructional strategies

**Example:**

"There are currently 247 students enrolled in grade 8 at EFG Middle School; 115 students are female and 132 are male. Listed below is the ethnic breakdown of students in the school:

- Asian—less than 1 percent
- Native Hawaiian/Pacific—less than 1 percent
- Black or African American—less than 1 percent
- Hispanic—11 percent
- Two or more [ethnicities]—10 percent
- White – 75 percent

Ten percent of the grade 8 student population is on an IEP and five percent of students have 504 plans. 45 percent of students live in poverty and receive free and/or reduced lunch."

**4. Baseline Data** - Provides information about the students' current performance at the start of course/class. It is generally the most recent data available and can include the prior year's assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-test, or other evidence of students' learning. Determine students' strengths and areas of weaknesses that inform the goal. Data is attached to the goal template.

**Example:**

Only 53 % of our grade 4 students met or exceeded the state assessment benchmark in reading for the 2012–13 school year. 35% of our economically disadvantaged students, 32% of our students who have limited English proficiency, and 40% of our students with disabilities met the benchmarks. 30% of students who identify as black, 43% of students who identify as Hispanic, 48% of our students who identify as Native [American], and 50% of our students who identify as multiracial met or exceeded benchmarks.

Additionally, all subgroups performed lowest in the strand area of Locating Information.

**5. Student Learning and Growth Goal (Targets)** - Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable. The target can be tiered for specific students in the class/course to allow all students to demonstrate growth.

**Example:**

100% of students will demonstrate growth toward mastery of the content of Visual Arts as measured by performance on a range of performance tasks.

- Students who earned a 2 first quarter will earn at least a 3 or 4 on a similar performance task in the 4th quarter
- Students who earned a 3 first quarter will earn at least a 4 on a similar performance task in the 4th quarter.
- Student who earned a 4 first quarter will earn at least a 4 on a more complex performance task in the 4th quarter.

**Example that does not meet criteria:**

80% of students will earn at least a 3 on a visual arts performance task.

*This example does not include all students, does not reference baseline data, and includes the same targets for all students.*

**6. Rationale** - Provides a detailed description of the reasons for selecting this specific area for a goal. It also includes a discussion of baseline data as well as current practice within the school and/or classroom. The rationale must also include language for the importance of the selected content/standards. Includes a rationale for the expected growth and how the target is appropriate and rigorous for students.

**7. 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.

**Example:** This example is from an administrator SLG goal focused on mathematics in grades 6-8.

*“I’ve built a school-wide schedule that establishes Individual Needs Classes for all students, organized and provided each team of teachers with data on their students that show state assessment scores from 3rd grade on and establishes assessment growth target scores for each student. Additionally, I provided data to teachers showing which students received grades below a C while at XYZ Middle School (1-2 years of data disaggregated by trimester) as well as which students received intervention classes during the first and second trimesters. This data will also be provided to the Child Study Team so they can work with teams to focus interventions to meet student needs. I’ve also established an Academic Support Center and have worked with the coordinator to track and analyze ASC students’ performance prior to and while place in the ASC so that we can ensure that the ASC is effectively supporting the students it serves.”*

8. **Professional Learning and Support** – Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals. Self-reflection and identification of professional learning needs can help focus efforts to provide meaningful professional learning opportunities to educators.

**Example:**

*“I need to attend more trainings as well as research and gather more resources on formative assessment. I need to evaluate the data from the assessment more often and to try different types of formative assessments throughout the year. The Skillful Teacher is one training that will help me with this goal. The chapter in the Skillful Teacher text on assessment will be helpful in creating valid and measureable formative assessments, such as exit tickets, think-alouds, and making sure students understand the learning target every day by posting it on the board during each class period.”*

### **Goal Setting Conferences**

Educators and their supervisors/evaluators must work collaboratively in setting SLG goals. They periodically review available data/evidence toward goal attainment and make necessary adjustments (e.g. professional learning needs, resources, strategies). Conferences must occur at least three times during the school year:

1. Beginning of the year (course/class) when SLG goals are prepared, reviewed, and approved;
2. Mid-point to check for progress and/or make adjustments in strategies; and
3. End-point of the course/class to analyze results.

### **Professional Growth Goals**

As part of the district’s evaluation and professional growth cycle, all educators are required to set professional growth goals. Professional goals are based on the standards of professional practice described in the district’s rubric. Through the completion of a self-assessment against the district rubric, educators identify areas of strength and need relative to the standards for professional practice and determine strategies and supports needed to help them elevate their practice.

## COLLABORATIVE SLG GOAL SETTING PROCESS

Setting SLG goals is a collaborative process in which educators and evaluators enter into a conversation to create a rigorous, yet realistic goal that examines the educator's impact on student learning and growth. The educator and evaluator work together to ensure quality goals through a discussion of the rigor and rationale of each goal, standards addressed, appropriate evidence-based strategies, and quality of assessments and evidence.

Goals originate with the educator after an analysis of their students' data. The collaborative process includes guiding questions to inform revisions, such as:

- How was the baseline data used to inform the growth goal?
- How are growth targets appropriate for the student population? If applicable, are targets differentiated based on students' baseline data?
- Are the expectations for growth rigorous yet realistic?
- How will this goal address student needs?
- How will goal attainment help the student succeed in this class/course or future class/course?

Educators are encouraged to collaborate with other educators to establish SLG goals (e.g. grade level, departments, curricular or administrative teams). Collaborative goal setting for teachers could take various forms:

- A team of teachers responsible for the same grade and/or content (e.g., 9th grade English or 4th grade team) write a team-level goal with each teacher only accountable for their individual intact group of students.
- A team of teachers who share students between classrooms (e.g., RTI, Walk to Read), write a team-level goal where teachers are accountable for all students.
- An individual teacher accountable for an intact group of students writes a classroom or course-level goal in collaboration with their evaluator.

Districts are encouraged to provide opportunities for educators to collaborate and share information across schools or districts. For example, teachers who do not have a team of peers within their school or district may benefit from collaborating with similarly-situated teachers in another school or district.

## Steps for Setting Student Learning and Growth Goals

### STEP 1: Determine Needs

To begin the process, educators gather baseline data to better understand how to prepare students for the standards addressed by the class or course. This data could include end-of-year data from the previous year, baseline data from district assessments, pretests, or student work samples. Educators conduct an analysis of the baseline data and set goals for all students based on that data.

**Conduct a self-reflection.** To set truly meaningful goals that enhance practice and support professional growth, educators engage in self-reflection as part of the process in determining student needs. This step is often left out of cycles of improvement because "there just isn't enough time;" however, the omission of this step often leaves goals without any relevant connection to an educator's day-to-day

practice. The self-reflection includes time for an educator to look at student level data, reviewing student work from the previous year, reviewing past units of study, as well as information concerning their practice offered by their evaluator

The self-reflection process:

- Establishes a continuous improvement plan for every educator
- Promotes professional growth and continuous learning
- Keeps student learning at the core of all instructional, leadership, and professional practice decisions
- Builds consistency across the school and district

To be targeted and effective, self-reflection includes:

- Analysis of evidence of SLG under the educator's responsibility
- Assessment of practice against performance standards
- Proposed goals to pursue to improve practice and SLG

## STEP 2: Create Specific Learning and Growth Goals

In this step the educator sets specific learning goals based on their self-reflection and students' baseline data. The SMART goal process is used in the development of SLG goals (SMART = Specific; Measureable; Appropriate; Realistic; and Time-bound). See SMART graphic on page 12.

**Determine the students and time period.** The educator sets two annual SLG goals between which all students in a classroom or course are included. A course is considered a content and/or grade-specific class (or a school for administrators). The instructional period will vary depending on staff assignment. For example, Algebra I SLG goal would span the length of an Algebra I course (e.g. year, semester, or trimester).

For most secondary teachers (including middle school) goals must cover all the students instructed by the teacher in a particular course or class. For example, a high school math teacher who teaches four Algebra I courses, a Geometry course, and a Calculus course might set one goal for students in their Algebra I courses and another for students in their Geometry course. It is not necessary for a secondary teacher to set goals that cover all students they teach. This would also be true for other TSPC licensed personnel such as PE teachers, reading teachers, special education teachers, etc.

For most elementary teachers goals must cover all the students in their class over the course of a year. For example, a third grade teacher might set a tiered goal for reading that describes the expected growth of all students.

Administrators may limit their goals to one or more grade levels or subjects, if baseline data indicates the need for such a focus.

**Determine the specific standards and content addressed by the SLG goal.** Identify specific state or national standards to which the SLG goal is aligned. The content or skills should be selected based on identified areas from the data analysis.

**Set student learning growth goal (targets).** Write a brief yet specific growth goal (target) for students that align to the standards. These growth targets should include specific indicators of growth; such as percentages or questions answered correctly that demonstrate learning between two points in time. The targets should be rigorous yet attainable. They can be tiered for specific students in the course/class to allow all students to demonstrate growth. The educator provides a rationale for why the goal is important and achievable for this group of students.

**Identify assessments.** Identify the appropriate assessment that will be used to measure student learning and growth toward the goal(s).

### **STEP 3: Create and Implement Teaching and Learning Strategies**

Teachers identify specific instructional strategies that are appropriate for the learning content and students' skill level, and continually examine and adjust those strategies based on data about student progress and student needs.

### **STEP 4: Monitor Student Progress through Ongoing Formative Assessment**

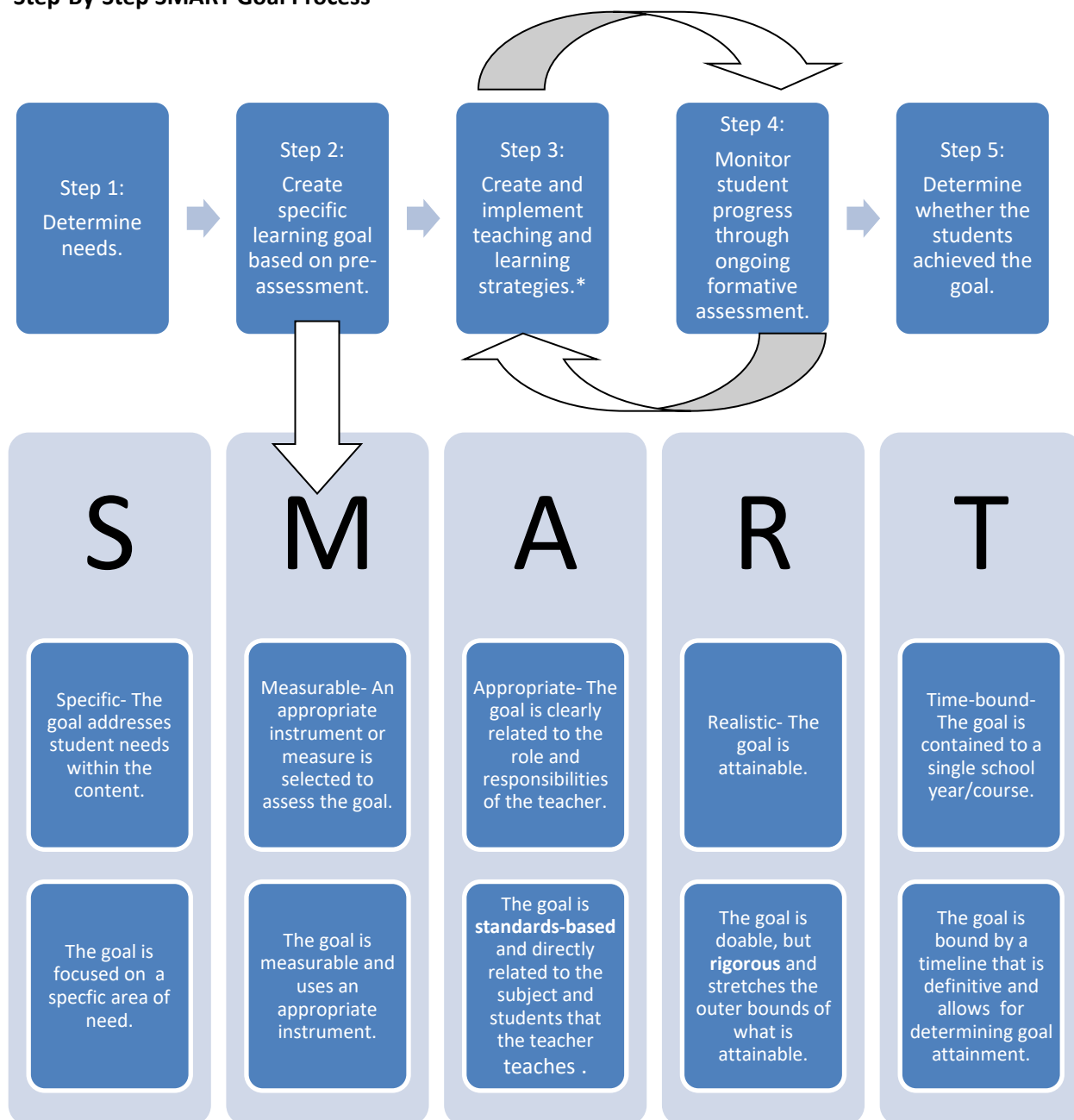
Steps 3 and 4 are a continuous cycle throughout the life of the goal. Over the course of the school year, educators implement the instructional strategies that are appropriate for students to meet their targets as stated in the SLG goals. They collect student data and monitor student progress through ongoing formative assessments.

The educator and evaluator meet mid-course to check on progress towards the goals. They may determine that an adjustment in instructional strategies is warranted, or that there are immediate support/resources available to help the educator with a particular need (e.g., observing another educator or collaborating with a mentor). If the growth goal has already been met by the mid-course, the educator and evaluator may determine the need to revise the goal for increased rigor.

### **STEP 5: Determine Whether Students Achieved the Goal**

At the end of the course or school year, educators meet with their evaluators for a final review of the educator's progress on the SLG goals. They will examine the end-of-year data, reflect on student learning results, discuss what worked and what did not, and identify professional learning needs and available resources to support the educator's continued professional growth. The following diagram illustrates the process for developing SMART goals.

## Step-By-Step SMART Goal Process



\*In step 3, administrators would include leadership strategies that reflect their school or district responsibilities.

## SELECTING ASSESSMENTS FOR SLG GOALS

Selecting and/or developing assessments may be one of the most important steps in the SLG goal process. These measures enable educators to determine growth toward and attainment of the SLG goal. The state does not require the specific measures to be used by educators within their student learning and growth goals, but measures should be school-wide or district-wide to ensure reliability and validity.



Examples of possible measures are provided in Table 2. Districts are expected to use the SLG Goal Quality Checklist as part of the goal setting process, however, the SLG Goal Scoring Rubric is no longer required. Districts will have discretion in determining the method for scoring Student Learning and Growth goals.

Assessment criteria and guidance for selecting and developing high quality assessments are found on the ODE website <http://www.ode.state.or.us/search/page/?id=512>.

Each district will determine if the assessments that are used to measure SLG goals need to be comparable across just a school or across all schools within the district.

**Table 1. Categories of Measures for SLG Goals**

Examples of Measures	Guidance
<b>Statewide Assessments</b> <ul style="list-style-type: none"> <li>• SMARTER Balanced</li> <li>• OAKS Extended Assessments<sup>1</sup></li> <li>• Science assessment</li> <li>• Social Sciences Assessment</li> <li>• ELPA</li> </ul>	<ul style="list-style-type: none"> <li>• Same assessment and administration guidelines are used statewide</li> </ul>
<b>Other Assessments</b> <ul style="list-style-type: none"> <li>• Commercially developed assessments that include pre- and post-measures</li> <li>• Locally developed assessments that include pre- and post-measures</li> <li>• Results from proficiency-based assessment systems</li> <li>• Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance</li> </ul>	<ul style="list-style-type: none"> <li>• Same assessment and administration guidelines are used district-wide or school-wide</li> <li>• Assessments meet state criteria</li> </ul>
<b>Other Non-Academic Measures</b> <ul style="list-style-type: none"> <li>• Attendance rates</li> <li>• 9th grade on-track</li> <li>• Graduation rates</li> <li>• Behavioral data</li> </ul>	

<sup>1</sup>Used by special education teachers who provide instruction in ELA or math for those students who take extended assessments

## SCORING STUDENT LEARNING AND GROWTH GOALS

This step is the culmination of multiple formative observations, reflections, professional conversations, etc. With the revision to OAR 581-022-1723 adopted by the State Board of Education in June 2017 districts are no longer required to use the Oregon Matrix as the method for determining summative evaluations. The summative evaluation must still take in to account the data gathered from multiple measures: professional practice, professional responsibilities, and goals that impact student learning

and growth, however, it is the responsibility of individual districts to determine the degree to which the data collected in these three areas informs the educator’s summative evaluation. The Department is gathering samples of district summative models and the corresponding professional growth paths identified. Once available these will be posted on the [Educator Effectiveness](#) page of the ODE web site.

Districts are expected to use the SLG Goal Quality Checklist as part of the goal setting process, however, the SLG Goal Scoring Rubric is no longer required. Districts will have discretion in determining the method for scoring student learning and growth goals.

The checklist is used during the goal setting process and ensures the goals are complete for scoring.

Once SLG goals are approved, educators start collecting the information needed to measure student progress as defined in the SLG goal. The collection and analysis of data continues throughout the course or school year to monitor student progress towards goals. The educator is responsible for collecting and organizing documentation, including the approved SLG goals and evidence of progress defined within it, in a way that is easy for them to reference and for the evaluators to review. At the end of the course or school year, educators meet with their evaluator to review results.

### SLG Goal Quality Review Checklist

Before SLG goals are used in teacher and administrator evaluations, this checklist should be used 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 student information from past assessments and/or pre-assessment results?		
Student Growth Goal (Targets)		
Is the SLG goal written as a “growth” goals v. “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 specific knowledge and skills aligned to the course curriculum and based on content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

## EXAMPLE OF TEACHER SLG GOAL: Science, 8th Grade

Grade Level: ☐ Elementary ☒ Middle School ☐ High School  
 Goal Type: ☐ Individual Goal ☒ Team Goal

<b>Goal-Setting Conference</b>	<b>Content Standard(s)/Skills</b> <i>(e.g., 8.3S.2 [science] PE.03.EE.04 (Physical Education))</i>	8.3S.1 Based on observations and science principles, propose questions or hypotheses that can be examined through scientific investigation. Design and conduct a scientific investigation that uses appropriate tools, techniques, independent and dependent variables, and controls to collect relevant data. 8.3S.2 Organize, display, and analyze relevant data, construct an evidence-based explanation of the results of a scientific investigation, and communicate the conclusions including possible sources of error. Suggest new investigations based on analysis of results. 8.3S.3 Explain how scientific explanations and theories evolve as new information becomes available.												
	<b>Assessments</b>	x Category 1 state Science assessment x Category 2 district science assessment												
	<b>Context/Students</b> <i>(Include number of students, gender, race/ethnicity, socioeconomic status, diverse learners, contact time)</i>	<ul style="list-style-type: none"> <li>143 8<sup>th</sup> grade students 68 boys/75 girls</li> <li>14 TAG students</li> <li>19 IEP students</li> <li>28% of students live in poverty</li> <li>Science class is 45 minutes long</li> </ul>												
	<b>Baseline Data</b> <i>(Summary of student strengths and weaknesses based on data analysis)</i>	<ul style="list-style-type: none"> <li>Students need guided practice and repeated opportunities to perform inquiry tasks with emphasis on analysis.</li> <li>Inquiry activities will be used as sources of evidence</li> </ul> <p>The fall 2013 district-wide pretest assessment scores were evaluated to yield the following results in the area of analyzing and interpreting results:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Score</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Total: 143 Students</td> <td>13</td> <td>49</td> <td>58</td> <td>16</td> <td>7</td> </tr> </table>	Score	1	2	3	4	5	Total: 143 Students	13	49	58	16	7
	Score	1	2	3	4	5								
	Total: 143 Students	13	49	58	16	7								
	<b>Student Growth Goal (Targets)</b> <i>(Goals must address growth for all students, not proficiency)</i>	For the 2013-14 school year, 100% of students will make measurable progress as assessed using the state scoring guide for Scientific Inquiry. Each student will improve by at least one performance level in all dimensions (forming a question or hypothesis, designing and investigation, collecting and presenting data and analyzing and interpreting results). Students in levels 4 and 5 will reach level 3 or above on the 9 <sup>th</sup> grade district Science assessment.												
<b>Rationale</b> <i>(Describe how the focus of the goal was determined)</i>	The science team has determined that for MS to continue to grow in science, emphasis must be placed on inquiry. For students scoring at a 1 or 2, they must show significant progress if they are to meet College and Career Readiness targets.													
<b>Strategies</b> <i>(Include strategies used by the educator to support meeting the needs for student growth)</i>	<ul style="list-style-type: none"> <li>Repeated practice with various data/information to analyze and evaluate.</li> <li>Posting of essential questions</li> <li>Peer tutoring</li> <li>Familiarize students with state scoring guide and break it down into student friendly language</li> <li>Students practice in self-assessment using the scoring guide</li> </ul>													
<b>Professional Learning and Support</b> <i>(Identify areas of additional learning and support needed by the educator to meet SLG)</i>	<ul style="list-style-type: none"> <li>Classroom time to implement activities</li> <li>Classroom budget for supplies to perform authentic inquiry tasks</li> </ul>													

## EXAMPLE OF TEACHER SLG GOAL: Math, 1st Grade

Grade Level: ☒ Elementary ☐ Middle School ☐ High School  
 Goal Type: ☒ Individual Goal ☐ Team Goal

<b>Content Standard(s)/Skills Addressed</b> <i>(e.g., 8.3S.2 [science] PE.03.EE.04 [Physical Education])</i>	Common Core State Standards for Mathematics 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction and creating equivalent but easier or known sums.
<b>Assessments</b>	Category 1 _____ X Category 2 District developed math assessment.
<b>Context/Students</b> <i>(Include number of students, gender, race/ethnicity, socioeconomic status, diverse learners, contact time)</i>	My first Grade class has 28 students. 2 students are English Language Learners, 13 are male and 15 female, and 10 students receive Free and Reduced Lunch. Our mathematics block occurs for 60 minutes right after lunch.
<b>Baseline Data</b> <i>(Summary of student strengths and weaknesses based on data analysis)</i>	End of the year 2012-2013 data showed that 80% of the kindergarten students scored at least 80% on the End-of- year kindergarten assessment. However, analysis of data for specific sections of that test showed that only 60% of students showed mastery of the fact fluency through 5. Students during the first grade are expected to have fluency through all the facts to ten. Fluency and automaticity are important skills as students move forward. <ol style="list-style-type: none"> <li>1. Analyze Pretest of fact fluency to 5.</li> <li>2. Use the first grade EOY test given at the beginning of the year as a pretest.</li> <li>3. Use the second grade EOY test given at the beginning of the year as a pretest for Above Grade Level first grade students.</li> </ol>
<b>Student Growth Goal (Targets)</b>	100% of the first grade students will demonstrate growth in fluency of the mathematics basic facts through 10 as measured by performance on the basic fact assessments for quarters 1, 2, 3, and 4 and End-of-Year Assessment. Above grade level students will demonstrate proficiency on basic facts through 20. <ul style="list-style-type: none"> <li>• All students who demonstrated mastery of 0-30% of the basic facts on the Beginning-of-the-Year baseline data will increase mastery to at least 50% on the End-of-the-Year Assessment.</li> <li>• All students who demonstrated mastery of 31-45% of the basic facts on the Beginning-of-the-Year baseline data will increase mastery to at least 65% on the End-of-the-Year Assessment.</li> <li>• All students who demonstrated between 46 and 55% mastery of basic facts on baseline data will increase mastery to at least 70% on the End-of-the-Year Assessment.</li> <li>• All students who demonstrated between 56 and 69% mastery of basic facts on baseline data will increase mastery to at least 75% on the End-of-the-Year Assessment.</li> <li>• All students who demonstrated between 70 and 79% mastery of basic facts on baseline data will increase mastery to at least 80% on the End-of-the-Year Assessment.</li> <li>• All students who demonstrated 80% mastery of basic facts on baseline data will increase mastery to at least 90% on the End-of-the-Year Assessment.</li> </ul> *Please note: Students identified by IEP teams as having significant cognitive disabilities will have individual targets.
<b>Rationale</b> <i>(Describe how the focus of the goal was determined)</i>	This area was selected as it was 20% lower in overall performance on the district assessment. As a team, it was decided that fluency must increase at earlier grades for students to master math skills at the upper grades. The tiers for specific performance levels are made to facilitate interventions and focus to bring students performing at lower levels on track with their peers by the end of 3 <sup>rd</sup> grade.

<p><b>Strategies</b>  <i>(Include strategies used by the educator to support meeting the needs for student growth)</i></p>	<ul style="list-style-type: none"> <li>• Be purposeful when planning lessons to include challenging mathematical tasks that elicit the Mathematics Practices in their students.</li> <li>• Focus on decomposition of number and mental math strategies.</li> <li>• Refer to Teaching Addition and Subtraction Fact strategies to ensure students have strategies to find the basic facts prior to building fluency.</li> <li>• Focus team data conversations on sharing data and analyzing student progress on classroom-based lessons to develop fact fluency.</li> <li>• Differentiate instruction based on use of formative assessments throughout the year.</li> <li>• Provide flexible grouping and the use of small skill groups (run by interventionists) to address individual and small group learning needs.</li> </ul>
<p><b>Professional Learning and Support</b>  <i>(Identify areas of additional learning and support needed by the educator to meet SLG)</i></p>	<ul style="list-style-type: none"> <li>• Teaching partner, educational assistants</li> <li>• Professional development on developing common formative assessments</li> </ul>