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Yamhill Carlton School District Teacher Evaluation Handbook
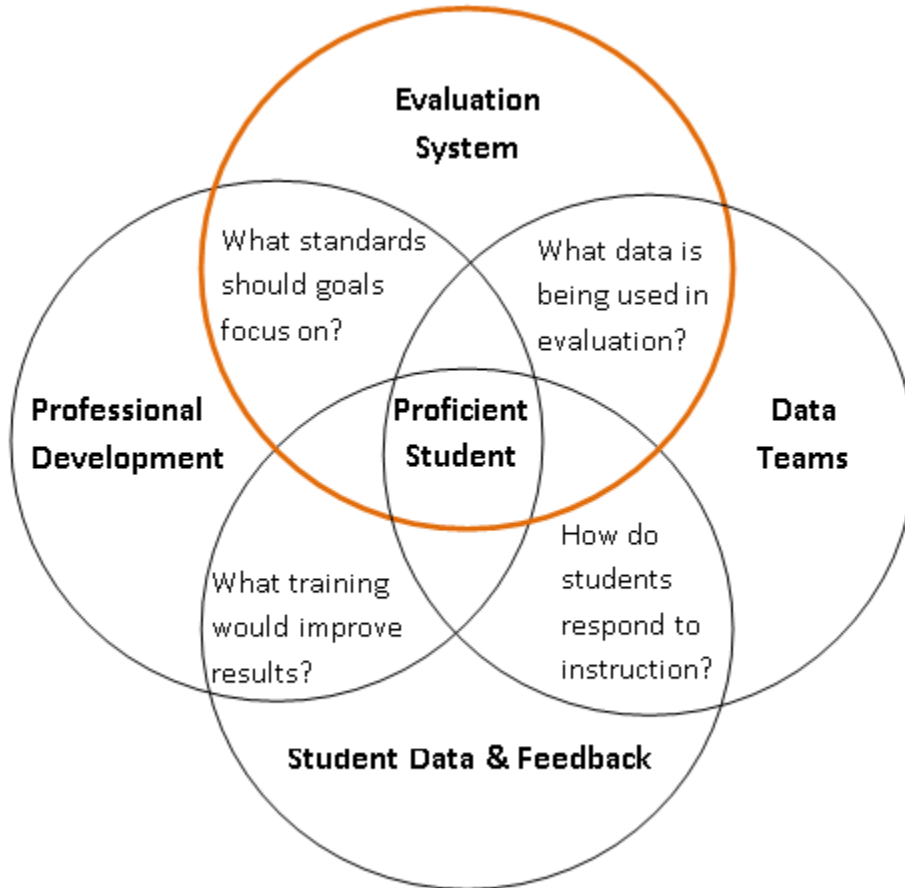
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Introduction

This handbook is the culmination of work initiated by the Yamhill Carlton School District Licensed Evaluation Committee, our team began the work by establishing the following guiding principles:

Key Operating Principles – We Believe:

➢ Teachers involve students in learning activities from "bell to bell." At least one third of instructional time is used engaging students with higher order thinking strategies. Learning time is rarely used for make-up work or entertainment, nor is it interrupted with announcements or other distractions.

➢ Teachers expect students to be active learners. Teachers insist that students take notes during lectures, participate in discussions and teacher directed learning exercises, work as members of teams, and are on task.

➢ Teachers use proficiency standards for instruction and assessment. Students are taught to learning targets that have defined knowledge and skills. Students are assessed on learning targets and if they have not reached mastery, they are re-taught using a different instructional strategy or provided with other learning interventions.

➢ Staff members manage student behavior through the Positive Behavior Intervention System. Student misbehavior is not tolerated. Teachers will instruct and recognize correct behavior, redirect poor behavior, and if unsuccessful, will seek appropriate assistance from counselors or administration.

➢ Staff members create a safe environment that is warm, friendly, and positive. Staff members connect with students and help them to overcome barriers to learning. Staff members communicate with parents frequently.

The purpose of this handbook is to provide clear standards and expectations for teacher effectiveness and student success.

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Research and Overview

"An effective system of teacher evaluation accomplishes two things: it ensures quality teaching and it promotes professional learning. The quality of teaching is the single most important determinant of student learning; a school district's system of teacher evaluation is the method by which it ensures that teaching is of high quality. Therefore, the system developed for teacher evaluation must have certain characteristics: it must be rigorous, valid, reliable, and defensible, and must be grounded in a research-based and accepted definition of good teaching" (Danielson 2006).

Evaluation Cycle for Certified Personnel

This evaluation cycle is based on the following precepts:
- In May, teachers will review data and propose goals for the next school year.

- By October 15th, teachers will set three goals, each based on a standard from the district's adopted standards for teacher evaluation.

- One of the goals must be focused on student growth in the OAKS testing system. If the teacher does not have an applicable OAKS test, the teacher will propose a data collection project to his or her evaluating administrator.

- A teacher will target his or her professional development (PD) to accomplish the goals. Data team work should be part of the plan.

- A teacher will collect evidence of goal accomplishment. This portfolio of evidence will be presented to the evaluating administrator during the end of the year conference.

Timeline for Evaluation Process

By May 15th – Yearly Evaluation and Goal Proposal

By Oct 15th – Goal setting and teacher presents PD and data collection plan.

By Dec 15th – Administrator completes three "drop in" observations for teachers in the summative year.

By Dec 15th - Probationary teachers administer their first Student Feedback Survey.

By Jan 30th – Administrator does a check in with each teacher on PD plan and data collection progress.

By March 15th – Teachers who are not to be renewed are informed by administrator and school board.

By April 15th – Administrator completes three more "drop in" observations for teachers in the summative year; three total for teachers on a formative year.

By April 15th – Student Feedback surveys are administered by all teachers. Probationary teachers administer their second.

By May 15th – Yearly Evaluation and Teacher's presentation of evidence on goal attainment, goals are proposed for the next year.

Evaluation tools:

YCSD Performance Rubric
The Yamhill Carlton School District's (YCSD) *Performance Rubric* is the scoring guide to assess each of the 6 standards and 21 sub-standards. The rubric spells out the dimensions of quality instruction our district expects in every classroom and couples it with a rating level system (4 Levels) as required by the Oregon Framework for Teacher and Administrator Evaluation and Support Systems. The levels are from weakest to strongest: *Does not meet, Developing, Proficient and Exceeds* with quality descriptors for each sub-dimension. Teachers will use the rubric to assist with setting annual goals and measuring their own performance. Administrators will use the rubric to assess the attainment and growth of each dimension as supported by classroom observation data.

The Summative Evaluation
The *Summative Evaluation* includes ratings from both the Performance Rubric and progress toward meeting each teacher's Student Learning Objectives (SLO's). The *Summative Evaluation* reflects professional practice and responsibilities, instructional performance and learning target results. In YCSD evaluations occur on a two-year cycle. Year one is an "off" or formative year, and observation data is used to inform and improve practice. The second year is the "on" or summative year, and observations are formalized; the *Summative Evaluation* is signed and submitted to the employee's personnel file. In a summative year this document is the document of record indicating continuation of employment, progression toward a Plan of Improvement, or termination.

Goal Setting Process
Student learning and growth are significant factors for teacher evaluation and are integral to the YCSD evaluation process. Goal setting for student learning is an important process for all YCSD educators. Rigorous, measureable goals provide a clear path for teachers to measure student learning and growth.
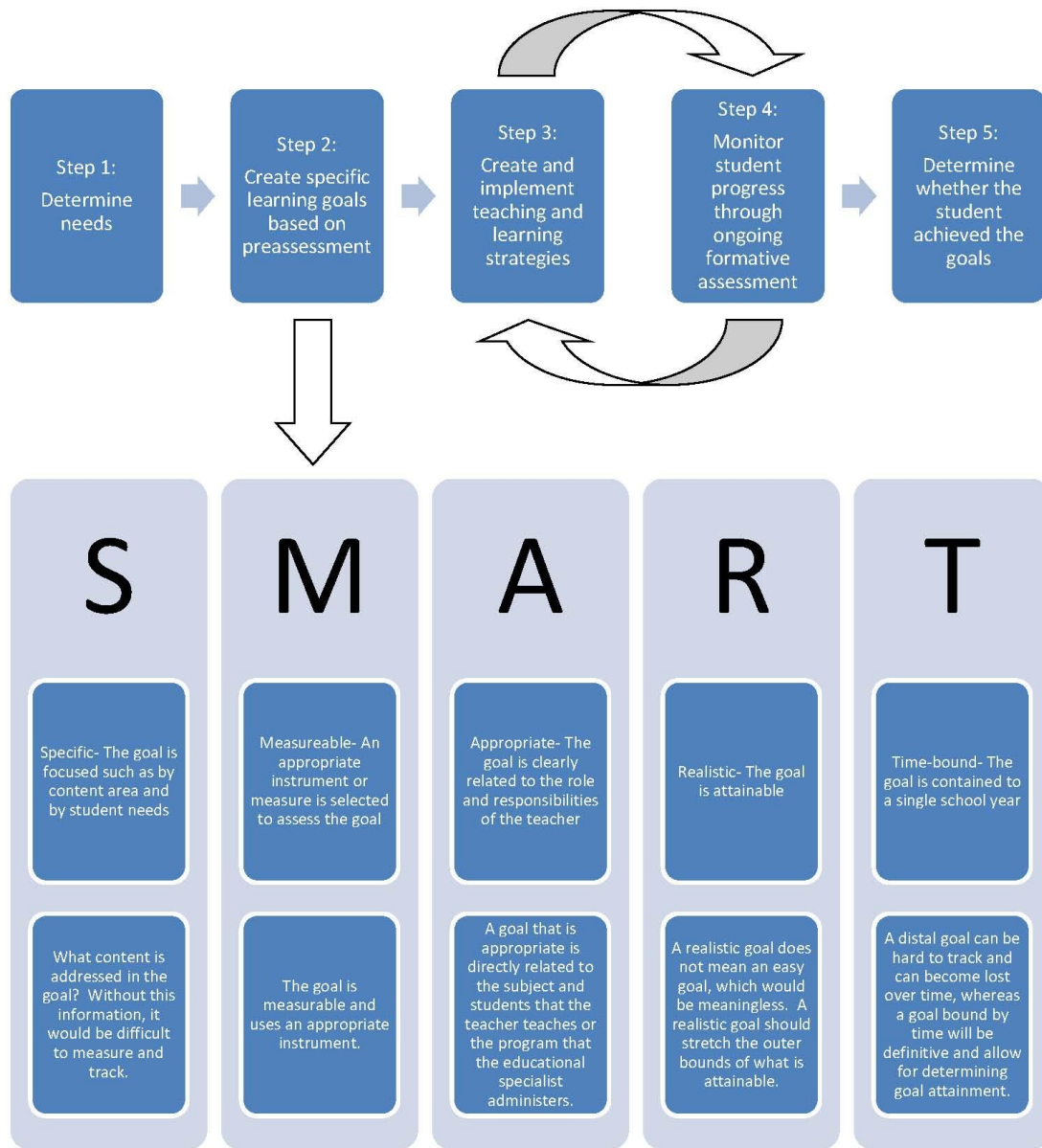
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SLO's (Student Learning Objectives) may be written as individual goals or team goals focusing on teacher actions. They are written in collaboration with the building administrator. SLO's drive the work of an individual or team resulting in improved student achievement.

SLO's must be written in the SMART goal format. SMART goals have five critical components:

- Component 1 – Specific, the goal is focused such as by content area and by student needs.

- Component 2 – Measureable, an appropriate instrument or measure is selected to assess the goal.

- Component 3 – Appropriate, the goal is clearly related to the role and responsibilities of the teacher.

- Component 4 – Realistic, the goal is attainable.

- Component 5 – Time-bound, the goal is contained to a single school year.

STEP-BY-STEP SMART GOAL PROCESS

| Step 1: Determine needs | Step 2: Create specific learning goals based on preassessment | Step 3: Create and implement teaching and learning strategies | Step 4: Monitor student progress through ongoing formative assessment | Step 5: Determine whether the student achieved the goals |

S M A R T

S	M	A	R	T
Specific- The goal is focused such as by content area and by student needs	Measureable- An appropriate instrument or measure is selected to assess the goal	Appropriate- The goal is clearly related to the role and responsibilities of the teacher	Realistic- The goal is attainable	Time-bound- The goal is contained to a single school year
What content is addressed in the goal? Without this information, it would be difficult to measure and track.	The goal is measurable and uses an appropriate instrument.	A goal that is appropriate is directly related to the subject and students that the teacher teaches or the program that the educational specialist administers.	A realistic goal does not mean an easy goal, which would be meaningless. A realistic goal should stretch the outer bounds of what is attainable.	A distal goal can be hard to track and can become lost over time, whereas a goal bound by time will be definitive and allow for determining goal attainment.

*Adapted from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education, Inc.

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Number of Goals
Teachers will establish three goals of which at least two are SLO reflecting student learning progress, including specific evidence used to document progress on each goal.

Student Feedback
At least one time per year teachers will survey their students using a method they choose, the following questions must be asked of the students:

1) Do students in this class treat the teacher with respect?
2) Do your classmates behave the way your teacher wants them to?
3) Do your class stay busy and not waste time?
4) Do you learn a lot every day in this class?
5) Do you learn to correct your mistakes in this class?
6) Does your teacher explain difficult things clearly?

Results of this survey will be used by the teacher in conjunction with their Administrator as part of the annual goal setting process.

Multiple Measures of Student Progress

Teachers are expected to utilize multiple measures of student learning when developing a SMART goal chosen from the following categories:
1. State and national measures
2. Regional or district measures
3. School-wide or classroom based measures

State Tested Subjects and Grades
All teachers who are responsible for student learning in tested subjects and grade levels (i.e. ELA and mathematics in grades 3-11) must include state assessments as one of their measures, as well as other evidence of student learning progress from the categories listed above.

Non-tested Subjects and Grades
Teachers in non-tested subjects and grade levels will use measures that are valid representations of student learning standards from at least two of the three categories listed above based on what is most appropriate for the curriculum and students they teach. These measures will be developed with the data team and approved by the supervising administrator.

Professional Growth
Individual reflection on the *YCSD Performance Rubric* should assist each teacher in identifying skills for improvement during the following year. Skills targeted for professional development are included in SLO as action steps and strategies.

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Example of possible Student Learning Objective worksheet (SMART format):

STUDENT GROWTH & PROFESSIONAL GOAL SETTING

Teacher	
School	
Administrator	

Goal-Setting Conference	**Student Growth Goal Statement** SMART goal criteria is used to formulate the goal.	
	Professional Growth Goal: • What professional development will help me accomplish my SLG? (D:4) • How will achieving my professional growth goal improve student learning and engagement? (D:3) • How has my self-reflection and assessment on Domains 1-4 informed this goal? (D:4) • How might I team with colleagues to successfully achieve my goal? (D:4)	
	Content • The goal is being written around which grade/subject/level?	
	Context • What are the characteristics or special learning circumstances of my class(es)? • What are the demographics of my classroom?	
	Baseline Data • What are the learning needs of my students? • What are the assessments or evidence sources I will use? • Attach supporting data.	
	Strategies for Improvement • What strategies will I incorporate into my methodology/professional practice?	
	Resources and Support: • What resources and support do I need to meet my Professional Growth Goal?	

Teacher Signature:	Date:	Administrator Signature:	Date:

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Mid-Year Review	**Collaborative Mid-Year Goal Review** • What progress has been made? • Attach supporting data	
	Strategy Modification • What adjustments need to be made to my strategies?	

Teacher Signature:	Date:	Administrator Signature:	Date:

Summative Conference	**End-of-Year Data** • What does the end of the year data show? • Attach data	
	Reflection on Results • Overall, what worked or what should be refined?	
	Professional Growth Plan Implications • How can I use these results to support my professional growth?	

Teacher Signature:	Date:	Administrator Signature:	Date:

* See *Appendix d* for completed example

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Classroom Observations in YCSD's Evaluation Cycle

Classroom observations are an important component of the evaluation and feedback cycle. Data gathered from the observations helps determine the performance levels for each of the Quality Instruction Dimensions. Both formal classroom observations and mini-classroom observations may used in Yamhill Carlton's system.

Definitions:
TEACHERS:
1. Contract Teacher
Any teacher who has been regularly employed by the school district for a probationary period of three complete evaluation cycles and who has been retained for the next succeeding school year as defined by ORS 342 .805(3).

2. Probationary Teacher
Any teacher employed by the district who is in their first 3 years of employment with the district as defined by ORS 342 .805(6).

OBSERVATIONS:
1. Formal Classroom Observations
Formal classroom observations include:
   a. Pre-observation conference with assigned administrator
   b. Classroom observation (length of a content lesson) with summary report
   c. Post-observation conference with assigned administrator

2. Mini-Classroom Observations (Minimum of 6)
A mini classroom observation is a brief 10-20 minute visit to a classroom by the assigned administrator. Written feedback will be given to the teacher following each mini observation. In addition, face-to-face feedback should be given to the teacher at least 50% of the time.

CONFERENCE AND FEEDBACK:

1. Goals Conference
A goals conference is a conversation between a teacher(s) and their assigned administrator(s)* to set goals, monitor progress on goals and evaluate and reflect.
***With a team goal, more than one assigned administrator may be involved.**

2. Feedback
   a. *Face-to-face*: Post observation discussion about the instruction observed between the teacher and assigned administrator.
   b. *Written*: Written or electronic correspondence given to teacher about observed instruction.

Evaluation Requirements
All teachers will receive an annual formative or summative evaluation.

Contract Teachers
Contract teachers have a two-year evaluation cycle with one year identified as a formative or "off" year, and the other year identified as a summative or "on" year.

A contract teacher may *request* or an administrator may decide to complete a formal classroom observation in lieu of 2 mini-classroom observations.

Probationary Teachers (3 year period of probation)
- 3 goals conferences to set goals, monitor progress on goals and evaluate and reflect on them.
- 1 formal classroom observation using the *YCSD Performance Rubric*
- 6 mini-classroom observations (minimum) using the *YCSD Performance Rubric*

A probationary teacher may *request* additional classroom observations.

Clarification of Evaluation Cycle

Formative Year or "Off Year"

Framework Rating	Conferences	Mini Observations	Formal Observation
Contract Teacher	2	3	0

Summative Year or "On Year"

	Conferences	Mini Observations	Formal Observation
Contract Teacher	3	6	1 if requested – replaces 2 mini observations.
Probationary Teacher (all 3 years)	3 (October, January, May)	4	1

Yamhill Carlton School District
Performance Rubric for Teacher Evaluation

Standard	DOES NOT MEET STANDARD (1)	DEVELOPING PROFICIENCY IN STANDARD (2)	PROFICIENT IN STANDARD (3)	EXCEEDS STANDARD (4)
1.1 Designs and implements developmentally appropriate instruction.	Designs and implements activities and assignments that are not developmentally appropriate for students.	Designs and implements some activities and assignments that are developmentally appropriate for students.	Designs and implements activities and assignments that are developmentally appropriate for students.	Designs and implements activities and assignments that challenge each student at his/her developmental level.
1.2 Makes appropriate and timely provisions for individual students with particular learning differences or needs.	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.
1.3 The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners' to accelerate as they demonstrate their understandings.	Does not design instruction to build on learners' prior knowledge and experiences.	While not always effective attempts to use learners' prior knowledge and experiences to design instruction.	Consistently uses learners' prior knowledge and experiences to design instruction.	Consistently uses learners' prior knowledge and experiences to design instruction and uses cross curricular collaboration to encourage students' independence.
1.4 Communicates with students in ways that respect unique backgrounds and supports a positive classroom climate.	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.
1.5 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.	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.

1.0 Learning (Learner Development, Learning Differences, & Learning Environments)

Yamhill Carlton School District
Performance Rubric for Teacher Evaluation

Standard		DOES NOT MEET STANDARD (1)	DEVELOPING PROFICIENCY IN STANDARD (2)	PROFICIENT IN STANDARD (3)	EXCEEDS STANDARD (4)
2.0 Content (Content Knowledge & Application of Content)	**2.1 Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) s/he teaches.**	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.
	2.2 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.	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.
	2.3 Engages learners in critical and creative thinking, encouraging new ideas and approaches.	Does not encourage students formation of independent ideas and 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.

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Yamhill Carlton School District
Performance Rubric for Teacher Evaluation

	Standard	DOES NOT MEET STANDARD (1)	DEVELOPING PROFICIENCY IN STANDARD (2)	PROFICIENT IN STANDARD (3)	EXCEEDS STANDARD (4)
3.0 Student Growth & Assessment	**3.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners' can demonstrate their knowledge and skills.**	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 may use limited 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.
	3.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs, strengths and growth to inform instruction.	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.
	3.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.	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

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Yamhill Carlton School District
Performance Rubric for Teacher Evaluation

Standard	DOES NOT MEET STANDARD (1)	DEVELOPING PROFICIENCY IN STANDARD (2)	PROFICIENT IN STANDARD (3)	EXCEEDS STANDARD (4)
4.0 Instruction (Planning for Instruction & Instructional Strategies) **4.1 Designs learning experiences aligned to curriculum standards and student needs.**	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.
4.2 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.	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.
4.3 Varies role in the instructional process (ex: instructor, facilitator, guide & audience)	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.
4.4 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing and other models.	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.
4.5 Poses questions to stimulate discussion that serves different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiousity, and helping learners' to question.	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.

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Yamhill Carlton School District
Performance Rubric for Teacher Evaluation

	Standard	DOES NOT MEET STANDARD (1)	DEVELOPING PROFICIENCY IN STANDARD (2)	PROFICIENT IN STANDARD (3)	EXCEEDS STANDARD (4)
5.0 Professional Learning & Ethical Practice	**5.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.**	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.
	5.2 Uses multiple sources of evidence (e.g., student growth data, self- reflection tools, classroom observations) to self-assess professional practice.	Does not use evidence to self-assess professional practice.	Uses few sources of evidence to self-assess professional practice.	Utilizes multiple sources of evidence including student feedback to self-assess professional practice.	Integrates experimentation, data analysis, student feedback and reflection into daily professional practice. Readily engages in collaborative efforts to reflect on professional practice.
	5.3 The teacher understands and complies with the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	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.
6.0 Leadership & Collaboration	**6.1 Takes an active role on the instructional team.**	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.
	6.2 Works collaboratively with students and families to support learner development and achievement.	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.

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Yamhill Carlton School District
Performance Rubric for Teacher Evaluation with Guiding Questions and Evidence Examples

Standard	DOES NOT MEET STANDARD (1)	DEVELOPING PROFICIENCY IN STANDARD (2)	PROFICIENT IN STANDARD (3)	EXCEEDS STANDARD (4)
1.1 Designs and implements developmentally appropriate instruction.	Designs and implements activities and assignments that are not developmentally appropriate for students.	Designs and implements some activities and assignments that are developmentally appropriate for students.	Designs and implements activities and assignments that are developmentally appropriate for students.	Designs and implements activities and assignments that challenge each student at his/her developmental level.
1.2 Makes appropriate and timely provisions for individual students with particular learning differences or needs.	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.
1.3 The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners' to accelerate as they demonstrate their understandings.	Does not design instruction to build on learners' prior knowledge and experiences.	While not always effective attempts to use learners' prior knowledge and experiences to design instruction.	Consistently uses learners' prior knowledge and experiences to design instruction.	Consistently uses learners' prior knowledge and experiences to design instruction and uses cross curricular collaboration to encourage students' independence.
1.4 Communicates with students in ways that respect unique backgrounds and supports a positive classroom climate.	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.
1.5 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.	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.

1.0 Learning (Learner Development, Learning Differences, & Learning Environments)

Standard 1a 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.

General Guiding Questions	General Evidence Examples
How is student data used to modify instruction?	Analysis of pre and post assessment data.
Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding?	Ongoing formative assessment data.
Is there a demonstrated understanding of student development?	Provides developmentally appropriate instruction within their content area.
	Uses flexible groupings based on on-going analysis of learning styles and developmental needs.
Music Guiding Questions	**Music Evidence Examples**
How is the student/group response used to modify instruction?	Ongoing flow of assessment; including aural, visual and written is evident.
Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding?	Provides developmentally appropriate instruction within their content area.
Is there a demonstrated understanding of student/group development?	Uses flexible groupings based on on-going analysis of learning styles and developmental needs.
Are learning styles and developmental needs of students/groups recognized and appropriately responded to?	Examples of modified materials created in response to student/group performance
Special Education Guiding Questions	**Special Education Evidence Examples**
How is student data used to modify instruction?	Analysis of pre and post assessment data.
Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding?	Ongoing formative assessment data.
Are learning styles and developmental needs of students/groups recognized and appropriately responded to?	Uses flexible groupings based on on-going analysis of learning styles and developmental needs.
Are learning styles and developmental needs of students/groups recognized and appropriately used to modify instruction?	Examples of modified materials created in response to data and/or disability needs.
Is there a demonstrated knowledge of disabilities and their impact?	Comprehensive present level of performance that drive goal development and specially-designed instruction on the IEP.
Is there a demonstrated connection between IEP goals and instruction?	
Physical Education Guiding Questions	**Physical Education Evidence Examples**
Are lessons and activities age and developmentally appropriate?	Examples of modified activities.
Are lessons and activities presented in alignment with developmental stages?	Examples and use of modified equipment.

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Standard 1b 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.

General Guiding Questions	General Evidence Examples
Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understandings or skills?	Documentation of instructional and testing accommodations for students.
Is an understanding of students' needs and backgrounds demonstrated?	Anecdotal notes on student learning differences.
Are high expectations for all students consistently communicated?	Records showing communication with students, parents and specialists regarding student learning needs.
Are tools of language development used to scaffold learning for diverse students?	Documentation of how students respond to varied teaching strategies.
Music Guiding Questions	**Music Evidence Examples**
Are appropriate modifications utilized to meet student needs?	Accommodations or modifications used to meet student/group needs.
Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understanding or skills?	Records showing communication with students, parents and specialists regarding student learning needs when applicable.
Is an understanding of the students needs demonstrated?	Narrative demonstrating an awareness of how students respond to varied teaching strategies.
Are high expectations for all students consistently communicated and hghly developed?	
Accounting for student differences, are the individual students encourages to participate in the group setting?	
Special Education Guiding Questions	**Special Education Evidence Examples**
Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understandings or skills?	Documentation of instructional and testing accommodations and modifications for individual students.
Is an understanding of students' needs and backgrounds demonstrated?	Anecdotal notes on student learning differences.
Are high expectations for **all** students consistently communicated and hghly developed?	Records showing communication with students', parents and specialists regarding student learning needs.
Are tools of language development used to scaffold learning for diverse students?	Documentation of how students respond to varied teaching striegies.

Physical Education Guiding Questions	Physical Education Evidence Examples
Are all students able to participate in activities with modifications?	Photos and/or videos of modified activities/.
Participation in PE PLC meetings? Participation in IEP meetings?	Notes from PE PLC meetings. Notes from IEP meetings.

DRAFT: 3/28/2013

Standard 1c Learning Environment

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.

General Guiding Questions	General Evidence Examples
In what ways is the environment organized to engage students in learning?	Expectations that are developed collaboratively, posted and referred to as needed.
Is a behavior system in place which promotes a climate of respect and learning?	Groupings of students which are utilized for content discussions and teamwork.
Are respect, safety and value for differing perspectives and cultural backgrounds communicated through language, behavior and the classroom environment?	Classroom organization, equipment and materials are easily accessible and complement the instructional focus.
Is a sense of classroom and school-wide community built, promoted and facilitated throughout the academic year?	Documentation of modifications in the classroom environment to improve student success (ex: visual ancetdotes, cues for behaviors/strategies)
Music Guiding Questions	**Music Evidence Examples**
No changes or additions – See above	Expectations are developed collaboratively, posted and referred to as needed.
	Uses a variety of student groupings for musical growth.
	When physically possible, classroom organization, equipment and materials are accessible and complement the instructional focus.
	Modifies the classroom environment to improve student success (ex: visual schedule, cues for behavior, arrangement of equipment.
Special Education Guiding Questions	**Special Education Evidence Examples**
In what ways is the environment organized to engage students in learning?	Expectations that are clear, consistent, and referred to as needed
Is a behavior system in place which promotes a climate of respect and learning?	Groupings of students, when appropriate, which foster content discussions and teamwork
Is the behavior system appropriate for the classroom focus?	Classroom organization, equipment, and materials are easily accessible and complement the instructional focus
Are respect, safety, and value for differing perspectives and cultural backgrounds communicated through language, behavior, and the classroom environment?	Documentation of modifications in the classroom environment to improve student success (e.g., visual schedules, cues for strategies/behavior)
Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year?	Documentation of student behavior management system based on the type of classroom.
Physical Education Guiding Questions	**Physical Education Evidence Examples**
Are all students participating in activities?	Documentation and demonstration of procedures which provide for efficient transitions between activities and classes.

DRAFT: 3/28/2013

Standard	DOES NOT MEET STANDARD (1)	DEVELOPING PROFICIENCY IN STANDARD (2)	PROFICIENT IN STANDARD (3)	EXCEEDS STANDARD (4)
2.1 Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) s/he teaches.	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.
2.2 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.	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.
2.3 Engages learners in critical and creative thinking, encouraging new ideas and approaches.	Does not encourage students formation of independent ideas and 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.

Left margin: 2.0 Content (Content Knowledge & Application of Content)

Standard 2a Content Knowledge

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
Are opportunities created to develop academic language as a part of the content instruction?	Use of varied questioning techniques and levels of questions.
Is instruction connected to state content standards?	Providing diverse perspectives through a variety of resources. (e.g., discussion, readings, guests, online sources)
Are multiple levels of questioning strategies used to engage students?	Presentation of content standards in ways which are clear and meaningful.
Do students understand the purpose of lessons and value of the content area being taught?	Uses tools of language development to scaffold learning of academic language. (ELD, GLAD, SIOP)

Standard 2a Content Knowledge - 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.

Music Guiding Questions	Music Evidence Examples
Are opportunities created to develop academic language as part of the content instruction?	Practice logs, music theory worksheets, curriculum-based writing work samples, note tests, performance tests, rhythm worksheets.
Is instruction connected to content standards?	A variety of music from different cultures.
Are multiple levels of questioning strategies used to engage students?	Use of varied questioning techniques and levels of questions.
Are students actively participating in rehearsals and/or music classes?	Presentation of content standards in ways which are clear and meaningful.
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?	Pursues professional development activities and opportunities specific to content area.
Do learning experiences integrate culturally relevant content and build on learners' background knowledge?	
Are students engaged in the performance of music?	
Are students encouraged to demonstrate a mature level of musical expression?	
Special Education Guiding Questions	**Special Education Evidence Examples**
Are opportunities created to develop academic language as a part of the content instruction?	Use of varied questioning techniques and levels of questions.
Is instruction related to student's IEP?	Presentation of content standards occurs at the students' instructional level(s) and in ways that are clear and meaningful.
Are IEP goals related to state content standards at the student's developmental/instructional level?	Use of a variety of communication supports (e.g., augmentative communication, visual system) to assist students in building social and academic language.
Are multiple levels of questioning strategies used to engage students?	IEP paperwork completed and compliant with Federal, state, and district timelines.
Is the purpose of the lesson clear?	IEP paperwork contains all necessary components (e.g., eligibility attachments, IEP progress).
Physical Education Guiding Questions	**Physical Education Evidence Examples**
Are opportunities created to develop content language as a part of instruction?	Posted learning targets and standards for activities.
Is there a clear reason and purpose for activities?	Posted components of critical elements.
	Photos and/or video of student participation in activities.

DRAFT: 3/28/2013

Standard 2b 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.

Guiding Questions	Evidence Examples
How is content made "real" to students as they reach the level of application?	Use of multiple activity formats which allow students to communicate critically and creatively in the content area (e.g., speeches, debates, written work)
Are students' literacy skills supported by instruction which allows them to access and demonstrate understanding of the content area?	Application of the Comprehensive Literacy Model and associated strategies to encourage literacy development across curriculum and ensure access to content
What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively?	Inquiry methods which are purposefully chosen to connect with real-world content application and involve other disciplines
Are activities used to allow students to demonstrate the ability to apply content?	
Music Guiding Questions	**Music Evidence Examples**
Are students applying their content knowledge in performance?	Conducts interesting and well-aced classes using a variety of instrumental and/or vocal techniques.
Do students' music literacy skills allow them to access and demonstrate understanding of the content area?	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).
Do methods used bring students to a level of understanding which allows them to think critically and creatively?	Application of the Comprehensive Literacy Model and appropriate strategies to encourage literacy development across curriculum and ensure access to content.
Are activities used that allow students to demonstrate the ability to apply content?	Inquiry methods which are purposefully chosen to connect with content application and involve other disciplines.
Do students use music literacy skills to access and demonstrate knowledge of the content area?	
Special Education Guiding Questions	**Special Education Evidence Examples**
How is content made "real" to students as they reach the level of application?	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)
Are students' literacy skills supported by instruction which allows them to access and demonstrate understanding of the content area?	Application of the Comprehensive Literacy Model and associated strategies to encourage literacy development at the student's instructional level

Standard 2b 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.

Special Education Guiding Questions	Special Education Evidence Examples
What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively?	Activities which are purposefully chosen to connect with real-world content application at the student's instructional level
Are activities used to allow students to demonstrate the ability to apply content?	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)
Physical Education Guiding Questions	**Physical Education Evidence Examples**
Are students taught to solve problems in age-appropriate ways?	Use of multiple activity formats which allow students to demonstrate skills in content area
Are students encouraged to create their own games and activities?	Intramural activities, Extracurricular activity clubs.
Do students participate in managing activities?	Photos and/or video of students performing activities/skills
Are students encouraged to participate in physical activity outside of the physical education class?	Posted global discussion ideas/questions
Are activities designed to incorporate local and global events?	Student log of physical activity.

Yamhill Carlton School District
Performance Rubric for Teacher Evaluation with Guiding Questions and Evidence Examples

	Standard	DOES NOT MEET STANDARD (1)	DEVELOPING PROFICIENCY IN STANDARD (2)	PROFICIENT IN STANDARD (3)	EXCEEDS STANDARD (4)
3.0 Student Growth & Assessment	**3.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners' can demonstrate their knowledge and skills.**	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 may use limited 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.
	3.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs, strengths and growth to inform instruction.	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.
	3.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.	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

Standard 3 Student Growth and 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.

Guiding Questions	Evidence Examples
Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study?	Data notebooks with formative and summative assessment results Work samples scored with team input to ensure inter-rater reliability
Is assessment data reviewed, both individually and in collaboration with others (such as a team or PLC) to differentiate future instruction?	Work samples scored with team input to ensure inter-rater reliability
Do students receive timely and effective feedback to guide their academic progress?	Differentiation in analysis of student work with consideration of special needs of students
	Conferences with students to discuss academic goals and growth plans
Music Guiding Questions	**Music Evidence Examples**
Are students allowed to demonstrate skills and knowledge in a variety of assessment formats?	Portfolios, recordings of performances, printed programs.
Are students exposed to a variety of assessment strategies?	Conferences with students/groups to discuss goals and growth plans.
Is assessment being reiewed both individually and in collaboration with others(such as a team or PLC) to differentiate future instruction where possible?	Comments from adjudicated performances.
Do students receive timely and effective verbal and/or written feedback to guide their musical progress?	Student or ensemble demonstrations of improvement based on verbal feedback.
Does the teacher have the ability to diagnose students' musical deficiencies?	
Special Education Guiding Questions	**Special Education Evidence Examples**
Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study?	Data notebooks with formative and summative assessment results
Is assessment data reviewed, both individually and collaboratively (such as IEP teams, instructional team, or PLC) to differentiate future instruction?	Work samples scored with team input to ensure inter-rater reliability
Do students receive timely and effective feedback to guides their academic progress?	Differentiation in analysis of student work with consideration of special needs of students
Is there evidence of a data collection system?	Conferences with students to discuss academic goals, IEP goals, and growth plans
	Documentation of modifications/accommodations individual to student needs

Standard 3 Student Growth and Assessment - continued

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.

Physical Education Guiding Questions	Physical Education Evidence Examples
Do students receive timely and effective feedback to guide their learning?	Critical elements scored with team input to ensure inter-rater reliability.
Are activities modified based on students' demonstration of skills?	Performances
Are students given opportunities to be assessed on skills during a variety of activities?	Conferences with students to discuss fitness/skill goals and growth plans.
Is confidential assessment data kept confidential?	Differentiation in analysis of student skills with consideration of special needs of students.
Are methods of assessment clear and measurable?	

Yamhill Carlton School District
Performance Rubric for Teacher Evaluation with Guiding Questions and Evidence Examples

Standard	DOES NOT MEET STANDARD (1)	DEVELOPING PROFICIENCY IN STANDARD (2)	PROFICIENT IN STANDARD (3)	EXCEEDS STANDARD (4)
4.0 Instruction (Planning for Instruction & Instructional Strategies) **4.1 Designs learning experiences aligned to curriculum standards and student needs.**	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.
4.2 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.	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.
4.3 Varies role in the instructional process (ex: instructor, facilitator, guide & audience)	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.
4.4 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing and other models.	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.
4.5 Poses questions to stimulate discussion that serves different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiousity, and helping learners' to question.	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.

Standard 4a 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

Guiding Questions	Evidence Examples
Do planned lessons assist students in meeting learning goals and relevant standards of proficiency?	Notes from team meetings
Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs?	Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language
Is data from team meetings used to inform the instructional plan?	Lesson plans which reflect accommodations for individual student needs
Is student achievement data used to differentiate instruction?	Plans for units of study which support adjustment based upon observed student outcomes.
Music Guiding Questions	**Music Evidence Examples**
Do planned lessons assist students in meeting learning goals and relevant standards?	Notes from rehearsals and/or music class.
Are colleagues and/or specialists involved in planning for the instruction of students with unique learning needs?	Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language.
Is student performance used to differentiate instruction?	Lesson plans which reflect accommodations for individual student needs.
Does teacher demonstrate knowledge of the musical score?	Plans for instruction based on observed student outcomes.
Does teacher plan comprehensive performance cycles?	Annotated scores.
Does teacher select appropriate literature?	Selects and requisitions required music, equipment, and supplies.
Special Education Guiding Questions	**Special Education Evidence Examples**
Do planned lessons assist students in meeting learning goals and relevant standards of proficiency?	Notes from team meetings
Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs?	Clearly posted and/or communicated instructional targets/goals which refer to standards (at the student's instructional level) in a student-friendly format
Is data from collaborative meetings used to inform instructional plans?	Lesson plans which reflect accommodations for individual student needs
Is student achievement data used to differentiate instruction?	Plans for units of study which support adjustment based upon observed student outcomes
	Plans for expanded curriculum, such as functional life skills and communication skills (when needed).

Standard 4a 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

Physical Education Guiding Questions	Physical Education Evidence Examples
Are notes and data from physical education PLC meetings used to inform instructional plans?	Photos and/or videos of lessons.
Do planned lessons show alignment with state and/or national standards?	Rules or expectations of cross-disciplinary activities.
Do planned lessons include activities that show knowledge of other content areas?	Notes from job-alike meetings.
Do planned lessons demonstrate knowledge of scope and sequence for phys ed?	Notes from physical education PLC meetings.

Standard 4b 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.

Guiding Questions	Evidence Examples
Are varied roles used (at appropriate times) during the instructional process?	Work samples
Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction?	Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners)
Do students receive encouragement in applying various levels of questioning and problem-solving strategies?	Use of varied grouping strategies (e.g., individual, small group, and whole group)
Is collaboration in inquiry and problem-solving encouraged among students?	Observation of student engagement
Music Guiding Questions	**Music Evidence Examples**
Are varied roles used (at appropriate times) during the instructional process?	Work Samples
Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction?	Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners).
Do students receive encouragement in applying various levels of questioning and problem-solving strategies?	Use of varied grouping strategies (e.g. individual, small group, ensemble, and whole class).
Is collaboration in inquiry and problem-solving encouraged among students?	Observations of student engagement.

Standard 4b 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

Special Education Guiding Questions	Special Education Evidence Examples
Are varied roles used (at appropriate times) during the instructional process?	Work Samples
Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction?	Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners).
Do students receive encouragement in applying various levels of questioning and problem-solving strategies?	Use of varied grouping strategies (e.g. individual, small group, ensemble, and whole class).
Is collaboration in inquiry and problem-solving encouraged among students?	List of instructional strategies implemented and their outcomes
Does the teacher implement strategies that foster student engagement?	Use of varied communication modalities to facilitate participation in discussion
Physical Education Guiding Questions	**Physical Education Evidence Examples**
Are appropriate tools and/or available equipment utilized to enhance and support inquiry and instruction?	Student-created games and activities.
Are students encouraged to participate in and lead activities independently?	Games and activities are transitioned from classroom to recreational times.
	Students teaching games and activities.

Yamhill Carlton School District
Performance Rubric for Teacher Evaluation with Guiding Questions and Evidence Examples

Standard	DOES NOT MEET STANDARD (1)	DEVELOPING PROFICIENCY IN STANDARD (2)	PROFICIENT IN STANDARD (3)	EXCEEDS STANDARD (4)
5.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.	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.
5.2 Uses multiple sources of evidence (e.g., student growth data, self- reflection tools, classroom observations) to self-assess professional practice.	Does not use evidence to self-assess professional practice.	Uses few sources of evidence to self-assess professional practice.	Utilizes multiple sources of evidence including student feedback to self-assess professional practice.	Integrates experimentation, data analysis, student feedback and reflection into daily professional practice. Readily engages in collaborative efforts to reflect on professional practice.
5.3 The teacher understands and complies with the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	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.

Row label (vertical): **5.0 Professional Learning & Ethical Practice**

Standard 5 Professional Learning & 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.

Guiding Questions	Evidence Examples
Are strengths and areas for growth identified during self-assessment?	Uses student feedback survey and shares information with team to improve.
Are student outcomes or performance data used during self-assessment?	Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals
Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth?	Active participation in team, school, PLC, and other meetings
Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities, and school, district, and state performance requirements?	Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities.
Music Guiding Questions	**Music Evidence Examples**
See Above	Active participation in team, school, PLC, music festivals, music conferences/ workshops, and other meetings. (All others above)
Special Education Guiding Questions	**Special Education Evidence Examples**
See Above	Participation in professional development which relates to current student needs
	Current with required trainings (e.g., Mandt, first aid, medication administration)
Physical Education Guiding Questions	**Physical Education Evidence Examples**
See Above	See Above

Standard		DOES NOT MEET STANDARD (1)	DEVELOPING PROFICIENCY IN STANDARD (2)	PROFICIENT IN STANDARD (3)	EXCEEDS STANDARD (4)
6.0 Leadership & Collaboration	**6.1 Takes an active role on the instructional team.**	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.
	6.2 Works collaboratively with students and families to support learner development and achievement.	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.

Standard 6 Leadership & Colloboration

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
Is there evidence of collaborative work with team members and/or the entire school to advance student learning?	Documentation of communication with families on student needs
Are opportunities to lead in student learning and development sought?	Engagement in team and school meetings
Are students, families, and other community resources encouraged to collaborate and be involved in learner development?	Assumption of leadership roles at school, community (school-related), or district level
	Modeling best practices or providing staff development for peers
	Guiding and collaborating with peers in advancing school goals
Music Guiding Questions	**Music Evidence Examples**
Are opportunities sought to advance music teaching and learning?	Preside and/or present at conferences.
See above	Documentation of collaboration among colleagues.
	See Above

Standard 6 Leadership & Colloboration - 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.

Special Education Guiding Questions	Special Education Evidence Examples
Is there evidence of collaborative work with team members and/or the entire school to advance student learning?	Documentation of communication with families on student needs
Are opportunities to lead in student learning and development sought?	Engagement in team and school meetings
Are students, families, and other community resources encouraged to collaborate and be involved in learner development?	Assumption of leadership roles at school, community (school-related), or district level
Does teacher work with related services to design, implement, and evaluate instructional plans for students with disabilities?	Guiding and collaborating with peers in advancing school goals
Does teacher provide consultation and/or support for school personnel?	Modeling best practices or providing staff development for peers
Does teacher collaborate with the school staff and family to facilitate student participation in the least restrictive environment?	Coordination and management of the classroom-based educational team
Physical Education Guiding Questions	**Physical Education Evidence Examples**
No changes/additions.	No changes/additions.

Yamhill Carlton School District
Performance Summary
Draft: 3/20/13

Teacher Name:

6 Standard of Quality Instruction:				
	Does Not Meet Standard (1)	**Developing Proficiency in Standard (2)**	**Proficient in Standard (3)**	**Exceeds Standard (4)**
Standard 1 Learning				
Standard 2 Content				
Standard 3 Student Growth & Assessment				
Standard 4 Instruction				
Standard 5 Professional Learning & Ethical Practice				
Standard 6 Leadership & Collaboration				
Overall Average				

Student Learning & Growth:				
** Teachers must use State or National Assessment data in Category 1 if they are in a tested subject area and grade level and choose at least 1 additional measure in Categories 2 or 3. Teachers in non-tested subjects and grades must choose at least 2 measures from Categories 1, 2 or 3 for the Student Learning & Growth component of their evaluation.				
Category 1 State & National Measures State or National Standardized Assessment results for tested grade levels and subjects	**Does Not Meet Standard (1)**	**Developing Proficiency in Standard (2)**	**Proficient in Standard (3)**	**Exceeds Standard (4)**
Learning Objective from Category 1:				

Original: Personnel File
Copy: Teacher and Evaluator

Yamhill Carlton School District
Performance Summary
Draft: 3/20/13

Category 2 Common National, International, Regional, District-Developed Measures **Examples include but are not limited to:** Easy CBM, Oral Reading Fluency (ORF), On Track Data – any grade, Explore, Accuplacer, ACT	Does Not Meet Standard (1)	Developing Proficiency in Standard (2)	Proficient in Standard (3)	Exceeds Standard (4)
Learning Objective from Category 2:				
Category 3 Classroom-based or School-wide measures **Examples include but are not limited to:** Student performances, Portfolios, Products, Projects, Work Samples, Tests	Does Not Meet Standard (1)	Developing Proficiency in Standard (2)	Proficient in Standard (3)	Exceeds Standard (4)
Learning Objective from Category 3:				

* Nearly meets criteria will be developed collaboratively between teacher and assigned administrator.

1. **Significant Achievements:**

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

3. **Evaluator recommendation:**

   ☐ **Continuation of Employment**

   ☐ **Termination of Employment**

   ☐ **Other:** _____

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

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

Teacher's Signature: _____ Date:

Administrator's Signature: _____ Date:

Original: Personnel File
Copy: Teacher and Evaluator

Sample SMART goals for Student Growth

Specific – the goal is focused on a specific area of student need within the content.

Measurable – the goal will be assessed using an appropriate instrument.

Appropriate – the goal is standards-based and directly related to the responsibilities of the teacher.

Realistic – the goal is doable, while rigorous, stretching the outer bounds of what is attainable.

Time-bound – the goal contained to a simple school year/course.

*Note that analysis of pre-assessment data is needed to truly determine if the goal is SMART.

*You also want to make sure the goal meets the needs of all students in your classroom.

Writing in any content area	Social Studies
For the 2011 – 12 school year, 100% of students will make measurable progress in writing. Each student will improve by one performance level in two or more areas of the writing rubric (audience/purpose, idea development, organization & structure). Furthermore, 80% of the students will score a "3" or better overall.	During this school year, 100% of my students will improve in analyzing primary and secondary source documents. Each student will increase his/her ability to analyze documents by at least one level on the rating rubric. Furthermore, 75% of students will score at "proficient" or above.
Basic Technical Drawing/Design/CAD	**Math**
During this school year, 100% of my students will demonstrate measurable progress in basic technical drawing. Each student will improve his or her own performance by at least 50% as evidenced by a performance assessment rubric. At least 85% of my students will score proficient on the end of the year performance assessment according to line quality, neatness, accuracy, and title block.	For the school year, all of my students will demonstrate measurable growth in mathematics. All students will meet typical growth identified by the MAP assessment. At least 80% of my students will meet or exceed "proficient" on the end of the year MAP assessment.
Physical Education	**Literacy Design Collaborative teachers (LDC) (any content area)**
During the 2012-2013 school year, each of my sixth-grade students will improve on the Presidential Fitness subtests (curl-ups, shuttle run, endurance run/walk, pull-ups, V-sit reach) by an overall average of 20%.	For the 2011 – 12 school year, 100% of students will make measurable progress in writing. Each student will improve by one performance level in three or more areas of the LDC argumentation rubric. Furthermore, 80% of the students will score a "3" or better overall.

Reading in any content area	Science
For the 2012-2013 school year, 100% of my students will make measurable progress in reading. Each student will improve in fluency, comprehension level, and vocabulary knowledge on the AIMSweb assessment. At least 75% of students will move up one performance level as reported by AIMSweb.	For the current school year, my students will improve their ability to use scientific inquiry processes. Each student will improve by one or more levels on the district science assessment rubric in the areas of developing hypotheses, investigative design, and data analysis.
Art	**Reading in any content area**
During the 9-week course, students will improve their understanding of art techniques. Students will improve their performance in the areas of identifying art elements/principles and critical analysis of elements/principles by one or more levels on the district art rubric.	During the 2011-2012 school year, students will improve their ability to analyze text critically and use textual based evidence in their writing. Students will improve their performance by one or more levels in both of these areas as evidenced by a district common assessment and rubric. Furthermore, 80% of students will perform at the proficient level overall on the post-assessment.
FMD – mid functioning	**Math Design Collaborative teachers (MDC)**
For this school year, all my students will improve their ability to independently shop for basic needs: identify items on a list and locate them in a store, ask for and follow directions from a store clerk, and use money to pay for items. Students will improve their baseline number of items successfully identified, located, and paid for by at least double.	For the course, students will improve ability in two of the common core mathematical practices: 1) make sense of problems and preserving in solving them and 2) construct viable arguments and critique the reasoning of others. All students will increase their own score by 40% as assessed using a common assessment developed by regional MDC teachers.
FMD – low functioning	**Primary**
During the school year, all my students will improve their fine motor skills in the areas of dressing, preparing food, and communication, as assessed by a classroom performance assessment of fine motor skills and dexterity. Each student will improve his or her ability by one or more levels on the rubric.	For the 2012-2013 school year, 100% of my primary students will meet their benchmark goal on the DIBELS *oral reading fluency* assessment. Furthermore, all students' DIBELS *retell score* will be at least 25% of the oral fluency score.

STUDENT GROWTH & PROFESSIONAL GOAL SETTING

Teacher	Carolyn Trump
School	Sage Elementary
Administrator	Donald Espinosa

<table>
<tr><td rowspan="8">Goal-Setting Conference</td><td>Student Growth Goal Statement
SMART goal criteria is used to formulate the goal.</td><td>For the 2012-2013 school year, 100% of students will make measurable progress in reading. Each student will demonstrate growth of at least one academic year on the DRA.</td></tr>
<tr><td>Professional Growth Goal:
• What professional development will help me accomplish my SLG? (D:4)
• How will achieving my professional growth goal improve student learning and engagement? (D:3)
• How has my self-reflection and assessment on Domains 1-4 informed this goal? (D:4)
• How might I team with colleagues to successfully achieve my goal? (D:4)</td><td>Based on my self-reflection I need to develop skills to help me engage students so that I can differentiate my instruction. I will work with my team members and reading specialists to identify strengths and next steps of my readers. Together we will plan lessons that target specific students' next steps. I will incorporate strategies learned at the Daily Five conference to support differentiated instruction techniques and ensure that all students are receiving targeted instruction towards learning goals.</td></tr>
<tr><td>Content
• The goal is being written around which grade/subject/level?</td><td>This is a second grade reading goal incorporating all English Language Arts CCSS. Standards will individually be addressed and assessed in students as they develop through the reading process.</td></tr>
<tr><td>Context
• What are the characteristics or special learning circumstances of my class(es)?
• What are the demographics of my classroom?</td><td>There are 35 students total in class. The academic demographics of the class are diverse. There are 3 students receiving ELL services, 2 on academic IEPs and 1 student being pulled out for TAG.</td></tr>
<tr><td>Baseline Data
• What are the learning needs of my students?
• What are the assessments or evidence sources I will use?
• Attach supporting data.</td><td>Students' reading abilities rang from two levels below grade level to fourth grade reading levels according to the baseline DRA assessment. I will be able to monitor students' growth towards their goals through running records and taking anecdotal note as they read in small groups or one-on-one conferences.</td></tr>
<tr><td>Strategies for Improvement
• What strategies will I incorporate into my methodology/professional practice?</td><td>Along with my team we will use our PLC time to monitor individual progress towards reading goals. Ensuring that students are receiving interventions when they are not meeting goals and being exposed to new skills when they do. The Daily Five will ensure that students are monitoring their own growth towards their goals, reflecting on their progress, being taught new skills and given ample time to practice and receive feedback on how they attempt to incorporate new skills as they learn.</td></tr>
<tr><td>Resources and Support:
• What resources and support do I need to meet my Professional Growth Goal?</td><td>I would like to observe the Daily Five in my teammates' classrooms and have my teammates observe and dialogue with me about my Daily Five practice. I would like to analyze students' running records with the reading specialists and get their support in planning interventions for my fragile readers.</td></tr>
<tr><td>Teacher Signature:</td><td>Date: Administrator Signature: Date:</td></tr>
</table>

Mid-Year Review	**Collaborative Mid-Year Goal Review** • What progress has been made? • Attach supporting data	My mid-year running records indicate that all but six of my students are on track for making one academic year progress in reading on the DRA. I have attached a class spreadsheet showing individual growth.
	Strategy Modification • What adjustments need to be made to my strategies?	I am beginning a daily phonics program for the six students who have made little progress- the data shows me that they need support in this area.

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

Summative Conference	**End-of-Year Data** • What does the end of the year data show? • Attach data	All but three students meet the goal with 40% of students making more growth then one academic year.
	Reflection on Results • Overall, what worked or what should be refined?	A phonics program should have been brought in earlier to support my students' that were struggling in this area sooner. The Daily Five structure worked well, but I adapted it to fit the culture of our classroom. Instead of complete choice certain students were directed through their reading block based on needs identified through daily assessments. Once this was in place students were able to engage in the needed teaching and learning. I really appreciated and felt the positive effects in my practice of having our PLC time focused on a common area of need for our grade level. It enabled us to be sure that all students were getting targeted instruction.
	Professional Growth Plan Implications • How can I use these results to support my professional growth?	I would like to take the workshop model that I learned through the Daily Five and try and incorporate some aspects in different content areas. Being able to work with small groups with like needs enabled me to move all students towards their learning goals.

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

YCSD CERTIFIED STAFF EVALUATION PROCESS **5/8/13 DRAFT**

Observation Tool

Name: _____ Evaluator: _____

Grade Level/Subject Area: _____ Date: _____

Check all that apply:

☐ Analyzing Student Work
☐ Communicating with Parents
☐ Developing/Reviewing Goals
☐ IEP Development/Meeting/Staffing
☐ Providing Resources
☐ Using Technology

☐ Identifying Similarities and Differences
☐ Summarizing and Note Taking
☐ Reinforcing Effort and Providing Recognition
☐ Homework and Practice
☐ Nonlinguistic Representations
☐ Cooperative Learning

☐ Setting Objectives and Providing Feedback
☐ Generating and Testing Hypotheses
☐ Cues, Questions, and Advance Organizers
☐ Other_____

Goals/Standards/Essential Questions: What are the students supposed to be learning?	**Content:** What are the students learning?
Strategies: How are they learning? What are the students and teacher doing?	**Mentor's Next Steps:** Strengths/Weaknesses

Follow-up Meeting Date:	Focus:

Standard 1.0 Learning 1a – Learner Development 1b – Learning Differences 1c – Learning Environments	**Standard 2.0 Content** 2a – Content Knowledge 2b – Application of Content	Standard 3.0 Student Growth & Assessment	**Standard 4.0 Instruction** 4a – Planning for Instruction 4b – Instructional Strategies	**Standard 5.0 Professional Learning & Ethical Practice**	**Standard 6.0 Leadership & Collaboration**