

SSCS ANNUAL REPORT

Personnel





SBE Sponsored Charter School-Staff Report

Fall 2012-2nd quarter

Teacher	Teaching	TSPC License/Registered	Degree	HQ to Teach	Background Check
Maria Isabel Brito	Kindergarten	Registered HQ TSPC Account 125049	Masters Early Childhood Education	HQ Self-contained Spanish endorsement	3/28/2006
Kimberly McDowell	1st Grade English	Licensed HQ TSPC Account 122279	Bachelors working on reading endorsement	HQ K-8 Self-contained ESOL endorsement	7/11/2005
Rosa Sotelo	1st Grade Spanish	Licensed HQ TSPC Account 129312	Bachelors Elem. Ed ESOL/Bilingual Endorsement	HQ K-8 Self-contained	11/27/2006
Zoila Mason	2/3 Grade Spanish	Licensed HQ TSPC Account 1269803	Bachelors and working on reading endorsement ESOL endorsement	HQ K-8 Self-contained	8/10/2006
Viola White	2/3 Grade English	Licensed HQ TSPC Account 98230	Masters in Reading	HQ K-8 Self-contained	11/27/2000
Jennifer Jespersen	4/5 Grade English	Licensed HQ TSPC Account 136524	Bachelors Elem. Ed	HQ K-8 Self-contained	6/11/2008
Efrain Rivas	4/5 Grade Spanish	Registered HQ TSPC Account 134416	Bachelors in Spanish and Mexican American studies working toward Masters	HQ Spanish	1/17/2008
Tori Wilson	Literacy Specialist K-8 Reading Workshop push in model	Licensed HQ TSPC Account 136266	Bachelors working toward reading endorsement	HQ K-8 Self-contained	5/28/2008

Teacher	Teaching	TSPC License Registered	Degree	HQ to Teach	Background Check
Chelle Robins	Executive Director	Licensed Administrator TSPC Account 78922	MEd	All Level Admin	3/25/1999
Raeshelle Meyer	Director of Student Services	Licensed Administrator TSPC Account 81318	Ed.S.	All Level Admin	3/5/1999
Amanda Villagomez	6-8 Language Arts	Licensed HQ TSPC Account 117782	Ed.D. Curriculum and Instruction, ESOL, Spanish, Reading	HQ ML/HIS Reading, Spanish, ESOL, Multiple Subjects, Language Arts	8/26/2004
Leonel Martinez	6-8 Science	Licensed TSPC Account 147883	Bachelors Elem.	HQ K-8 Self-contained HQ ML Science	10/31/2010
Hanna Swanson	6-8 Bachelors degree in Graphic Arts/Marketing	Registered TSPC Account 151853	Bachelors	Authorized by TSPC for: PE, Art, Technology	11/18/2011
Carlos Recinos	6-8 Math	Licensed HQ TSPC Account 137330	MAT	HQ Self-contained ML Math-passed 8.7.12	7/23/2008
Elizabeth Kimball	K-8 Dance/IA	Registered HQ TSPC Account 151036		HQ not required for PE HQ Paraprofessional	11/29/2011
Emma Longoria	1st grade	Paraprofessional HQ	AA Early Childhood	HQ Paraprofessional	6.1.2004
Ashley Barnes	2/3 Grade	Paraprofessional HQ		HQ Paraprofessional	1/4/2008
Estela Nunez	Kindergarten	Paraprofessional HQ	AA Bilingual Education	HQ Paraprofessional	9/11/12
Mirra Diaz	4/5 Grade	Paraprofessional HQ		HQ Paraprofessional	1/23/2004
Ariana Gastelum	1/2 Grade	Paraprofessional HQ		HQ Paraprofessional	10/23/2012
Evangelina Rodriguez	Secretary	N/A	N/A	N/A	12/21/2010
Bertha Hernandez	Meals Director	N/A	N/A	N/A	6/14/2010
Debbie Gebert	Business Manager	N/A	N/A	N/A	4.2.2009
Rafael Rodriguez	Custodian/Maintenance	N/A	N/A	N/A	12/21/2010
Beatriz Peterson	Custodian	N/A	N/A	N/A	12/14/2010

Four Rivers Community School

Personnel Information:

Recruitment Plan

Four Rivers Community School is continually working with Eastern Oregon University through our partnership, The Center for Teaching and Learning, to identify possible teacher candidates. This partnership provides us with the opportunity to work with pre-service teachers and find “best fit” teachers for our school. Four Rivers Community School also advertises open teaching positions on EdZapp, WorkSource Oregon and area newspapers. Classified positions are posted on WorkSource Oregon.



Hiring Procedure

Teacher applicants apply with a resume and application through EdZapp. The administration reviews the resumes for qualifications and checks the TSPC license inquiry website and the educator sanction list. Once the screening is complete, interviews are scheduled. All teachers and board members are welcome to serve on the interview committee with at least one administrator. Candidates are asked the same interview questions and scored accordingly on a 5 point scale in each subsection.

Evaluations

Beginning in 2012-2013, FRCS will be using teacher evaluations that meet the new SB 290 requirements and have been developed by the Malheur ESD. Teachers are evaluated annually. Classified staff are evaluated annually on a 5 point scale. See attached evaluations.

Demographics

64% of staff are Hispanic, 36% are White; 84% of staff are female and 16% are male.

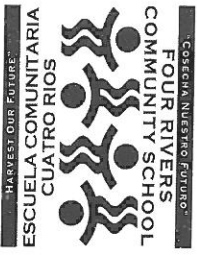
Four Rivers Community School

Board of Directors



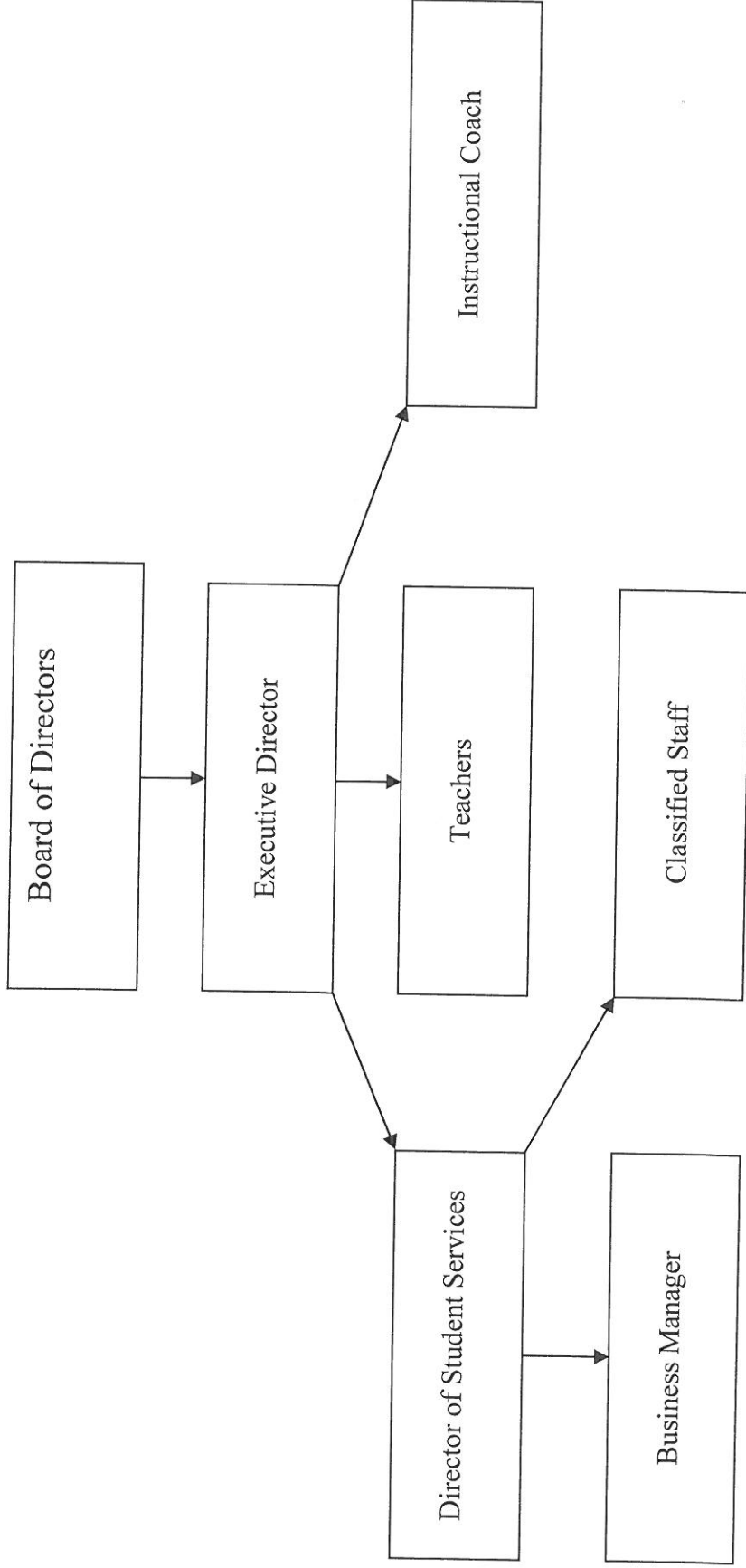
Professional Development

Four Rivers Community School board of directors participated in policy development with OSBA during the summer of 2011.



FOUR RIVERS COMMUNITY SCHOOL, INC.

Organizational Chart



Professional Development

FRCS staff participated in several trainings in the areas of Reader's and Writer's Workshop throughout the 2011-2012 school year. We also have 4 teachers that are in higher education programs to obtain their masters degrees and 1 teacher completing her Ed.D.

Adopted by the FRCS/ECCR board on February 16, 2006

Personnel Policies for Employees of Four Rivers Community School, Inc.

In Revision 2012-2013



Certification and Licensure

A. Regular Teaching Staff

Full time, regular teaching staff, further defined by the terms of the charter as “teachers”, shall be certified or registered by the Teachers Standards and Practices Commission (TSPC). However, teachers-in-training who are working toward a credential and others with specialized and appropriate experience may also be retained if their skills and abilities will further the educational mission of the Charter School and if they register with TSPC.

[Note: Oregon’s Charter Act does not require the use of certified staff.]

B. Non-Core Teaching Staff

Non-core teachers are not required to hold credentials but must be “highly qualified” as defined by the No Child Left Behind Act.

I. C. Other Staff, Substitutes, and Independent Contractors

All other staff “employee” must demonstrate the abilities necessary to effectively carry out their responsibilities.

D. Continuing Education

1. All teachers are expected to keep their professional training and knowledge current through ongoing courses and workshops in education. The Director, in coordination with the Instructional Coach, will work with staff to develop professional growth plans consistent with section III.B. This may be accomplished at local colleges and universities or under whatever auspices such advanced training is available.

2. Each year all teachers shall complete at least three hours of coursework, seminars, or workshops related to professional development. The school will reimburse the teacher up to a maximum of \$100 per school year if included in the school's annual budget. These hours must be approved in advance by the Director. Teachers are required to submit documentation of completed coursework in order to fulfill this requirement. Transcripts shall be provided to the school to document courses which carry university credit. For courses which do not carry university credit, teachers are required to complete the appropriate form provided the school, and have it signed by the instructor. If the class is taken for credit, the teacher must pass with a B or above to receive reimbursement.

3. All new teachers are required to complete one approved three-hour course in cardiopulmonary Resuscitation (CPR) and one approved three-hour course in first aid during the first 60 days of employment. All continuing teachers are required to take a refresher course in both CPR and first aid. Teachers will make their own arrangements for such training and will provide documentation of completion and cost to the school. As allowed by the school's budget, the school will reimburse the teacher for the cost of the course (s) up to a maximum of \$75.00 for a 6-hour CPR/First Aid course, and up to \$40.00 for a CPR refresher course.

II. Requirements for Employment

A. Employees are expected to adhere to the requirements for employment described in the Charter and personnel policies.

B. All employees must pass a criminal background check.

C. Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism, with children, parents, prospective parents, co-workers, and the community.

III. Dismissal, Discipline, and Termination

A. The Principal/Director may terminate or suspend the employment of any employee if s/he determines that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, or if other good cause exists. All teachers will be hired on the basis of annual contracts and their terms expire at the end of their annual contract. In the event the school finds it necessary or desirable to terminate an employee's employment before the end of the school year, the school will attempt to give the employee written notice at least 10 calendar days before termination, unless the Director determines that the employee poses a threat to the health, safety, or welfare of the school or students. All other employees may or may not be hired on the basis of a contract. This decision will be made by the director and the Four Rivers Community School board.

B. In the event an employee finds it necessary to resign during the school year, the employee shall give written notice to the Principal/Director as soon as possible and at least 14 calendar days before the effective date of resignation. Teachers should refer to their contract.

C. In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment.

D. Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined in Section IX, below.

IV. Personnel Evaluation

A. Confidential Personnel File

The school shall maintain a confidential personnel file for each employee. The personnel file will contain the evaluation documents discussed in this section, as well as any other employment-related documents or correspondence.

B. Professional Development Portfolio

All instructional staff will create and maintain a Personal Development Portfolio containing the goals and outcomes of the school and the employee's personal plan for meeting those goals and outcomes and for continuous improvement based on identified Core Values. After an initial meeting between the Director and/or Instructional Coach and employee at which time mutual goals are reviewed and a professional growth program is developed, the employee will create the Portfolio, and include samples of classroom or school work, personal reflections, and any other material deemed appropriate as evidence of continuous improvement.

C. Teacher Observations

All teachers will be observed on an ongoing basis by the Director, using both formal and informal observations. Formal observations will include a pre-observation conference as well as a post-observation conference. First-year teacher employees shall have at least two formal observations prior to the three-month review outlined in Section D, below. Prior to the six-month review, described in Section D, at least two additional formal observations will be conducted for first-year employees. Returning teachers will have one formal observation prior to the six-month review Described in Section E, below. Results of formal observations will be put in writing and included within the

employee's own Personal Development Portfolio and the school's personnel file. Nothing in this section limits the Director from conducting other observations of an informal or unannounced nature.

D. Formal Reviews - First Year Teachers

For all first year employees, there shall be a formal review three months after the start of the school year. The purpose of the three-month review shall be to review the employee's self-assessment, the job description, areas of responsibility, and progress toward goals and outcomes, noting particularly good work, areas for improvement and skill development, and deficient work, and developing a clear plan for improvement. In addition, at the three-month review, the employee will provide feedback to the Director on the Director's job performance and the Director will share with the employee his/her own self-assessment. Any written feedback or self-assessment materials may be placed into the Director's personnel file. After six months from the start of the school year, a second review will be held to determine progress made toward the improvement plan. At that time, the Director will inform the employee and report to the Personnel Committee whether the school intends to continue employment for the subsequent school year. Results of these reviews will be put in writing and placed within the employee's own Personal Development Portfolio and the school's personnel file.

E. Formal Reviews - Returning Teachers

For returning staff, there shall be a formal review six months after the start of the school year. The purpose of the review will be to review progress toward the employee's personal plan and professional growth program described above in Section B. At that time, the Director will inform the employee and report to the Personnel Committee whether the school intends to continue employment for the subsequent school year. Results of these reviews will be put in writing and placed within the employee's own Personal Development Portfolio and the school's personnel file.

F. Director Evaluation

The Director shall be evaluated by the Personnel Committee of the Board prior to the end of each year's contract based on criteria set forth by job responsibilities. Results shall be in writing and included in the employee's Personal Development Portfolio and personnel file.

G. Response to Observation and Review Findings

All employees shall have the right to make written objections to the observations or review findings within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

V. Schedule

A. All employees are required to work according to the schedule and dates stated in their employment agreements. Full-time staff are expected to be present at the school from 5 minutes prior to the beginning of the normal school day, unless other arrangements are approved by the Director.

B. In addition, teachers are required to participate in programs related to their professional duties that may be held outside school hours. These days include teacher in-service sessions conducted within the regular work hours, staff meetings, parent-teacher-student conferences, and two informational nights. Teachers may also be required to participate in 30 hours of additional duties per year.

C. All other employees are encouraged to attend school functions and events.

D. All full-time employees shall have a minimum lunch break of 30 minutes per day.

E. Employees are required to perform yard, bus, and/or greeting duty as directed, before, after and during the school day.

F. School Calendar/Employee Work Year/Days

a. The Director will set the calendar in accordance with OAR 581-022-1620.

b. Teachers will be contracted for 191 days. These include:

i. 176 Student contact days

ii. 5 Paid holiday: Labor Day, Veteran's Day, Thanksgiving Day, Martin Luther King Day, and Memorial Day

iii. 10 Non student contact days.

G. No employee will lose pay if classes are cancelled because of snow or other school closure. However, FRCS may require employees to make up hours lost due to school closures.

- H. On Fridays or on days preceding holidays or vacation, teachers schedule shall end at the close of the pupils' day and following their departure.
- I. Full-Time 12 month employees will receive the following paid holidays:
 - a. Memorial Day, Independence Day, Labor Day, Veteran's Day, Martin Luther King Jr. Day, Thanksgiving Day, Day following Thanksgiving Day, Christmas Day, New Year's Day, President's Day
- J. Full-Time less than 12 month employees will receive the following paid holidays:
 - a. Martin Luther King Jr. Day, Thanksgiving Day, Veteran's Day, Labor Day, President's Day, Christmas Day

VI. Leaves

A. Paid and Unpaid Leave

Teachers shall have 12 paid personal days that may be used for illness and/or personal leave. If specified in the employee's contract, part-time staff, or staff working part of the school year shall accrue sick leave on a prorated basis to reflect the proportion of time or working months that the employee's schedule represents in relation to a full time schedule. Parental leave shall be granted in accordance with ORS 659.360. Employees granted parental leave may use accumulated sick leave during part or all of the leave. Employees cannot carry over sick days from one school year to the next. All employees shall inform the Director of an anticipated absence as soon as possible, and such leave (other than for unexpected circumstances) must be pre-approved by the Director. The Director may require an employee to verify the claimed reason for any absence.

B. Long Term Leave

Long term leave shall be defined as unpaid leave for pregnancy, post-childbirth maternity or paternity, adoption, employee long-term illness, and any other reasons required by law. The school may require certification from a qualified medical professional to document the reason for the leave and/or to verify the employee's ability to return to work. Such leave shall be given for a maximum of up to 12 consecutive weeks, or longer if required by law. In no event shall such leave extend beyond the end of the employee's annual contract unless the contract is renewed. Such leave is available to full-time staff only who have been employed for at least one full school year. Any health benefits provided to the employee by the school will continue to be provided during this leave. Whenever possible, such leave must be pre-approved by the Director and at least 30 days advance notice shall be given by the employee.

C. Court Duty

Upon notification by a court to report for jury duty, the employee shall immediately request jury duty during non-school months. In the event this request is not granted, time off with no loss of salary limited to two (2) weeks will be provided for jury duty required to be served during the school year. Any employee, when advised of his/her notification of jury duty, must immediately inform the Director. Salary will be paid as usual, and the check for juror fees is to be signed over to the school. However, such leave shall be without pay if the employee is involved as a litigant against FRCS or appearing on behalf of an action being taken against FRCS.

D. Professional Development Leave

Full-time employees are entitled to the equivalent of at least one paid day during the school year for training purposes. Such training must be approved by the Director in advance. See Section I (D) above.

F. Bereavement

Full time employees shall be given up to 10 days at any one time in the event of a teacher's spouse, child, parent, grandparent, sister, brother, grandchild, in-laws or any other member of the immediate household, and up to 3 days at any one time in the event of the death of an employee's aunts, uncles, nieces or nephews. Unpaid bereavement leave may be extended under extenuating circumstances at the FRCS board's discretion. One day of unpaid bereavement leave with no restrictions to teachers will be available in the event of a death.

VII. Punctuality and Attendance

Any employee who is unable to report for work on any particular day must call the Director at least one hour before the start of the scheduled work day. If an employee fails to report to work without notification to the Director, the school may consider that employee has abandoned his/her employment and has voluntarily terminated the employment. In such cases, the School must provide notice to the employee of the decision, and the employee may file a grievance pursuant to the process outlined in Section IX below if the employee disputes the decision.

Upon returning to work after an absence for any reason, the employee must complete an absence form and turn it in to the Director by the end of the work day on which the employee returns. If an employee is absent for medical reasons for more than 10 working days, the employee must, immediately upon his or her intended day of return to work, provide the Director with a physician's statement

Adopted by the FRCS/ECCR board on February 16, 2006

certifying that the employee is able to return.

VIII. Salaries

The Director shall propose salary rates and will present them for approval to the Personnel Committee.

IX. Employee Grievance Procedure

A. In the event of a dispute involving employment or the implementation of the personnel policies, and after a good faith effort with the supervisor to thoroughly resolve the dispute, all employees may submit their complaint following the procedures outlined below. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort will be included in the personnel file. Failure to follow the procedures and timelines below constitutes a waiver of the employee's right to grieve.

1. The employee may submit his/her grievance in writing to the Personnel Committee within five days of a failed good faith effort to resolve the dispute.
2. Within ten working days of receipt of the written complaint, the Personnel Committee shall schedule a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but in no event later than 20 days after receipt of the written complaint and after notification to the employee. Personnel Committee members who are interested parties shall excuse themselves from grievance proceedings if such members have a conflict of interest in the subject of the proceedings.
3. A decision as established by a majority vote of the members of the Personnel Committee hearing the grievance shall be rendered within five working days of the completion of the hearing. Any such proceedings shall be conducted in closed session, unless requested otherwise by the employee. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision shall be made within five working days of the last committee hearing, or as soon thereafter as is practicable. Any additional proceedings shall be completed as soon a practical.
4. The decision of the Personnel Committee shall be final unless appealed by the employee to the Board of Directors, which may review and modify the decision of the Personnel Committee if it finds that the Committee failed to properly follow the grievance process described above. A request for an appeal may be submitted to the President of the Board within five days of the decision of the Personnel Committee. After receiving an appeal request, the Chairperson or

Adopted by the FRCS/ECCR board on February 16, 2006

President shall schedule a meeting to consider such an appeal as soon as practical. Board members who are interested parties, shall excuse themselves from reviews of Personnel Committee decisions to the extent permitted under law. Any such proceedings shall be conducted in executive session as permitted by the Public Meeting Law, unless requested otherwise by the employee.

X. Health and Welfare Benefits

Health Benefits

The Charter School will attempt to provide health, dental, and vision insurance coverage for current contracted staff that is reasonably comparable with coverage provided by the sponsor district to its employees, provided such coverage is commercially or otherwise available at reasonable cost. The Charter School will pay the cost of such coverage for full time contracted employees. The Charter School will pay half the employee cost of part-time contracted employees. The Charter School will also pay a portion of the teachers' dependents. This portion could change year to year according to increases in health costs and budgets. The current portion can be obtained from the director. Part time employees may also request such coverage and the cost of such coverage will be paid by the Employee. No staff member will receive paid health benefits beyond their term of employment.

Retirement Benefits

The Charter School will secure Public Employees Retirement System eligibility for all eligible staff and make the required employer contribution for such benefits, if available and to the extent requested by the employee. All full-time teachers will have maximum PERS benefits. Other employees will be required to contribute along with the Charter's required contribution.

XI. Nondiscrimination

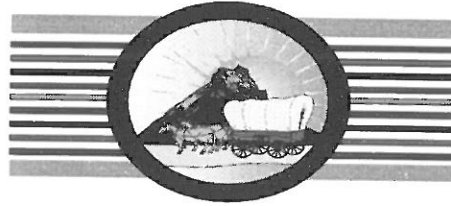
The Charter School does not discriminate in any personnel matters or in the provision of programs and services on any basis prohibited by law. Any employee who has been the subject of discrimination or harassment may bring questions, concerns, and/or complaints to either the Director or the Personnel Committee.

MALHEUR EDUCATION SERVICE DISTRICT REGION 14

**Stephen W. Phillips,
Superintendent**

**363 A Street West
Vale, OR 97918
(541) 473-3138**

FAX (541) 473-3915



Team Malheur

Early Intervention/ECSE

(541) 473-3905

Special Education

(541) 473-2362

Malheur ESD Professional Growth And Evaluation Guide

Beliefs and Commitments as Guiding Principles for the Malheur Education Service District

The Malheur ESD believes that EVERY child can achieve high academic success. Malheur ESD aims to produce highly literate graduates of good character who can think critically, are competent with both new technology and basic life skills, are lifelong learners, and are prepared to work in the global workplace. To that end, all the constituents have an important role to play.

- The role of educators as educational leaders is to assess the students' needs and to design, deliver, and support challenging instruction and experiences that respond to the diverse needs of learners and to ensure success through academically demanding tasks.
- The role of a principal is to empower employees to become self-directed professionals, accountable for and committed to the continuous improvement.
- The role of the district office staff is to deliver services to and support the work of schools.
- The role of the superintendent is to promote the articulation and persistent pursuit of a vision of education in the community. The superintendent actively encourages and supports creative leadership at all levels, and ensures that all personnel focus on providing high-quality experiences for all learners.

Statement of Philosophy

Malheur Education Service District believes the primary objective of an evaluation system is to improve classroom instruction and to facilitate a positive learning environment for students. The flexibility of the following program promotes teacher growth, student learning and instructional leadership which will be positively reflected in the attitude and performance of our students.

Professional development is enhanced when the administrator and employee collaborate on an evaluation/observation plan. This evaluation process encourages teachers to continue their professional and personal development.

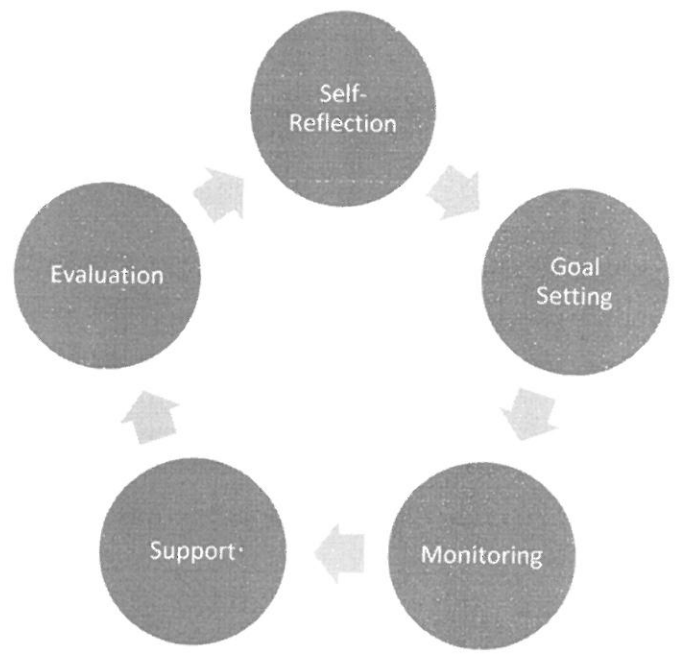
All staff members should enter the evaluation process open to feedback and a desire to strengthen their teaching skills. An atmosphere of trust and cooperation between teacher and administrator is a key element that enhances employee effectiveness. A high standard of professionalism develops a strong support system.

The District identified the Danielson framework for teaching as the best representation of what the district believes to be the core standards for performance. The framework provides:

- *Clear evaluation criteria*
- *Collaboration between educators and supervisors in their collective efforts to educate students*
- *Clear direction for on-going staff development*
- *On-going professional training for supervisors to develop knowledge of content, pedagogy, and approaches to learning displayed by students at different developmental levels and how to observe for and give feedback to educators*

Timeline

- **August**
 - Self reflection using rubric (Appendix A).
- **August/September**
 - Goal setting meeting with supervisor.
- **September through February**
 - Monitoring and support utilizing walkthroughs, surveys, informal and formal observations.
- **February/March**
 - Evaluation, post conference, and goal analysis.



Evaluation Cycle

Self Reflection: During the self reflection phase of evaluation, teacher will evaluate their performance on the rubric. Teachers will self-identify areas of strength and improvement.

Goal Setting: The teacher and administrator will establish at least two student learning goals and identify strategies that will be used to determine goal attainment. They also specify what evidence will be provided to document progress towards each goal.

Monitoring: The teacher will be provided with both formal and informal observation data. Informal observation data will be presented to the teacher in the form of feedback from peers, coaches and administrators after both scheduled and unscheduled visits. Formal observation data will be collected during a scheduled teacher observation. The scheduled observation will include a pre-observation, observation, and post-observation.

Support: Either the principal or the teacher may initiate support. The teacher or administrator may request time to observe other teachers, receive observation feedback from others, attend conferences or plan collaboratively with a coach or administrator.

Evaluation: Student data, observation data, progress towards goals and work performance will be considered by the administrator and reflected on the rubric. The teacher and administrator will meet to review the information and both parties will have an opportunity to summarize thoughts for current needs/strengths as well as future professional growth needs.

Certified Staff

SELF-REFLECTION WORKSHEET

Carefully reflect on your teaching performance in all four domains. Complete the Self-Assessment by using the Domains of Professional Practice attached to this document. **Bring this completed or emailed form to the goals conference with your administrator.**

Key: DNM...Does Not Meet Proficiency DP...Developing Proficiency PR...Proficient Relative to Standard E...Exceeds Standard

Domain 1				The Learner and Learning	Comments
DNM	DP	PR	E		
				Standard 1.1: Learner Development	
				Standard 1.2: Learner Development	
				Standard 2.1: Learning Differences	
				Standard 2.2: Learning Differences	
				Standard 3.1: Learning Environments	
				Standard 3.2: Learning Environments	

Domain 2				Content	Comments
DNM	DP	PR	E		
				Standard 4.1: Content Knowledge	
				Standard 4.2: Content Knowledge	
				Standard 4.3: Content Knowledge	
				Standard 4.4: Content Knowledge	
				Standard 4.5: Content Knowledge	

Domain 2 (Con't)				Content	Comments
DNM	DP	PR	E		
				Standard 5.1: Application of Content	
				Standard 5.2: Application of Content	
				Standard 5.3: Application of Content	
				Standard 5.4: Application of Content	

Domain 3				Instructional Practice	Comments
DNM	DP	PR	E		
				Standard 6.1: Assessment	
				Standard 6.2: Assessment	
				Standard 6.3: Assessment	
				Standard 6.4: Assessment	
				Standard 6.5: Assessment	
				Standard 7.1: Planning for Instruction	
				Standard 7.2: Planning for Instruction	
				Standard 7.3: Planning for Instruction	
				Standard 8.1: Instructional Strategies	
				Standard 8.2: Instructional Strategies	
				Standard 8.3: Instructional Strategies	

Domain 4				Professional Responsibility	Comments
DNM	DP	PR	E		
				Standard 9.1: Professional Learning and Practice	
				Standard 9.2: Professional Learning and Practice	
				Standard 9.3: Professional Learning and Practice	
				Standard 9.4: Professional Learning and Practice	
				Standard 10.1: Leadership and Collaboration	
				Standard 10.2: Leadership and Collaboration	
				Standard 10.3: Leadership and Collaboration	

Certified Staff Performance Goal Setting

Employee: _____

Date: _____

Administrator: _____

School Year: _____

Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment. They also specify what evidence will be provided to document progress on each goal.

- a. Teachers who are responsible for student learning in tested subjects and grades (i.e. ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (category 1) and will also select one or more additional measures from category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills.
- b. Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.

Category	Types of Measures (aligned to standards)	Examples include, but are not limited to:
1	State or national standardized tests.	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments
2	Common national, international, regional, district-developed measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms.
3	Classroom-based or school-wide measures	Student performances, portfolios, products, projects, work samples, tests

Instructor Goal 1: To be completed in August/September (written in SMART goal format)

Instructor Goal 2: To be completed in August/September (written in SMART goal format)

Results: To be completed in April/May (List achievement results pertaining to Goals 1 and 2)

Instructor Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

Certified Educator Pre-Conference Evaluation Form

(Teacher fills out and brings or emails to pre-observation conference)

Name: _____ Date: _____ School Year: _____

Assignment: _____ School: _____

Observation Date: _____ Time: _____ Post Conference Date: _____ Time: _____

1. State your **goals for the lesson**. What do you expect the students to learn? How do these goals...

- ✓ Reflect the needs of your students?
- ✓ Reflect Student Learning Objectives and curriculum as a whole?
- ✓ Relate to other content areas.
- ✓ What state standard is addressed in the lesson

2. Explain how your lesson plan incorporates the **activities (i.e. Domain 2, Component 4.4)** to engage your students in the work.

1. What will you do?
2. What will your students do?
3. How much time will be used?

3. Explain the **difficulties** students typically experience in this area and how you plan to accommodate for the special needs of your students/diverse population in your class.

- ✓ How do you plan to anticipate those difficulties, enabling your students to persist with the work?

4. State the **instructional materials or other resources** you will use.

- ✓ What additional resources, if any, are available through the school or in the larger community that could be used to facilitate your students' learning of this topic/concept?

5. Explain how you plan to **assess** student achievement of the goals. (Test, performance task, scoring guides.)

- ✓ What procedures will you use?
- ✓ What products will the students produce?

6. Explain **anything else** the observer should know about your class or your classroom procedures.

Certified Educator Post-Conference Evaluation Form

(Teacher fills out and brings or emails to post-observation conference)

Name: _____ Date: _____ School Year: _____

Assignment: _____ School: _____

Observation Date: _____ Time: _____ Post Conference Date: _____ Time: _____

1. Did the students learn what I intended? Were my instructional goals met? How do I know?
(Domain 1: Standards c and e) (Domain 3: Standard d)
2. As I reflect on the lesson, to what extent were students productively engaged? Were individual differences addressed effectively? (Domain 1: Standard e) (Domain 3: Standard c) (Domain 4: Standard a)
3. Did I alter my goals or instructional plan as I taught the lesson? If so, why (Domain 1: Standard e) (Domain 3: Standard d and e)
4. Did the materials and assessment tools work? Did they address the needs of all students? (Bring examples of student work, if relevant) (Domain 1: Standard c) (Domain 1: Standard f) (Domain 3: Standard b and d)
5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?
(Domain 4: Standard a)

Instructor's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Malheur Education Service District

Supervisor Evaluation Summary

Instructor: _____ Grade/Subject Area: _____

Supervisor: _____ School Year: _____

Level: Elementary Middle School High School

Educator Status: Probationary 1 2 3 Temporary Contract Status

As appropriate: Formal Observations Dates _____

 Informal Observations Dates _____

Date of Goal Conference _____ Date of Final Conference _____

Key: DNM...Does Not Meet Proficiency DP...Developing Proficiency PR...Proficient Relative to Standard E...Exceeds Standard

Domain 1				The Learner and Learning	Comments
DNM	DP	PR	E		
				Standard 1: Learner Development	
				Standard 2: Learning Differences	
				Standard 3: Learning Environments	

Domain 2				Content	Comments
DNM	DP	PR	E		
				Standard 4: Content Knowledge	
				Standard 5: Application of Content	

Professional Practice: DOMAIN 1 The Learner and Learning

Standard 1: Learner Development

Standard 1: Overall

The teachers 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.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
1.1 Demonstrates an understanding of how children/adolescents learn and develop.	Demonstrates minimal understanding of how children/adolescents learn and develop.	Possesses knowledge of child/adolescent development and is beginning to apply that knowledge to their teaching.	Consistently applies knowledge of how each student's cognitive, linguistic, social, emotional, and physical development influences learning.	Uses deep knowledge of how learners' cognitive, linguistic, social, emotional, and physical development influences learning to create an optimal learning environment for all students.
1.2 Designs and implements developmentally appropriate instruction.	Does not provide developmentally appropriate instruction.	Designs instruction with some consideration of students' developmental stages.	Considers students' stages of development consistently when designing challenging instruction.	Employs an extensive repertoire of developmentally appropriate strategies to ensure full participation of all students in rigorous learning experiences.

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

Professional Practice: DOMAIN 1 The Learner and Learning

Standard 2: Learning Differences

Standard 2: Overall

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.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
<p>2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs.</p>	<p>Does not take into account individual students' learning differences or needs.</p>	<p>Understands the value of and attempts to differentiate instruction for groups of students.</p>	<p>Responds to individual student's assessed learning development needs and plans differentiated instruction accordingly.</p>	<p>Anticipates individual student learning needs based on formative and summative assessment data and proactively designs differentiated instruction to accelerate the growth of students.</p>
<p>2.2 Incorporates tools of language development into planning and instruction to support development of academic English proficiency.</p>	<p>Rarely utilizes strategies that support students in the development of academic English proficiency.</p>	<p>Demonstrates awareness of the needs of learners of academic English and attempts to use this knowledge in the design and delivery of instruction.</p>	<p>Consistently uses a variety of strategies for making content accessible to learners of academic English and for supporting the development of language proficiency based upon assessed needs.</p>	<p>Engages learners of academic English in assessing their progress in meeting languages and content standards. Is resourceful and flexible in the design and adjustment of scaffolds based on ELL content area skills.</p>

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

Professional Practice: DOMAIN 1 The Learner and Learning

Standard 2: Learner Development (continued)

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

Standard 2: Overall

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
<p>2.3 Assesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p>	<p>Does not follow school procedures mandated for students with specific learning differences or needs.</p>	<p>Seeks ways to access resources, supports, and assistance to meet specific students learning needs.</p>	<p>Ensures that students with special needs receive appropriate services and resources consistently.</p>	<p>Collaborates extensively with resource personnel and provides exemplary leadership in identifying, organizing and disseminating information and resources for serving students with exceptional learning needs.</p>
Guiding Questions				
<ul style="list-style-type: none"> • Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional knowledge or skills? • Is an understanding of students' needs and background demonstrated? • Are high expectations for all students consistently communicated? • Are language development tools used to scaffold for diverse students? 	Evidence			
	<ul style="list-style-type: none"> • Documentation of instructional and testing accommodations and modifications for students. • Anecdotal notes on student learning differences. • Records showing communication with parents, students, and specialists regarding student learning needs. • Documentation of how students respond to varied teaching strategies. 			

Professional Practice: DOMAIN 1 The Learner and Learning

Standard 3: Learning Environments

Standard 3: Overall

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.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
<p>3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.</p>	<p>Makes minimal effort to organize or allocate time or resources in support of student learning.</p>	<p>Attempts to use instructional time and classroom resources to heighten learner engagement and seeks ways to connect with individual students.</p>	<p>Designs and manages classroom space, instructional time, and physical resources to accommodate students' needs and involvement in learning. Pursues opportunities to connect with individual students on a regular basis.</p>	<p>Uses total physical environment as a resource to promote individual and group learning. Masterfully manages and equitably allocates instructional time and connects with all students to maximize learning.</p>
<p>3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.</p>	<p>Does no establish rapport with students. Rarely takes into consideration students' unique backgrounds nor commits to developing a community of teachers.</p>	<p>Generally communicates with students in a fair and respectful manner. Attempts to build classroom community by attending to the unique backgrounds of students.</p>	<p>Develops a positive classroom climate based on shared values and expectations for respectful interactions with regard to race, culture, gender, sexual orientation, religion, and socioeconomic status.</p>	<p>Collaborates with students to facilitate student self-reflection and ownership for ongoing improvement of the classroom community based on respect, fairness, and the value of members.</p>

Guiding Questions	Evidence
<ul style="list-style-type: none"> • In what ways is the environment organized to engage students in learning? • Is a behavior system in place which promotes a climate of respect and learning? • Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year? 	<ul style="list-style-type: none"> • Expectations that are developed collaboratively, posted, and referred to as needed. • Groupings of students which are utilized for content discussions and teamwork. • Classroom organization, equipment, and materials are easily accessible and complement the instructional focus.

Professional Practice: DOMAIN 1 The Learner and Learning

Standard 3: Learning Environments (continued)

Standard 3: Overall

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.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
3.3 Creates an environment that encourages active engagement (both individual and collaborative) in learning.	Displays minimal or no awareness of the need to create an engaging classroom environment.	Attempts to create an environment that engages students in both individual and collaborative learning.	Embeds varied grouping techniques in the classroom to promote student engagement and collaboration based on assessed learning needs.	Understands the relationship between motivation and engagement and designs independent and/or group learning experiences that build student self-direction and ownership of learning.

Guiding Questions

- In what ways is the environment organized to engage students in learning?
- Is a behavior system in place which promotes a climate of respect and learning?
- Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year?

Evidence

- Expectations that are developed collaboratively, posted, and referred to as needed.
- Groupings of students which are utilized for content discussions and teamwork.
- Classroom organization, equipment, and materials are easily accessible and complement the instructional focus.

Professional Practice: DOMAIN 2 Content

Standard 4: Content Knowledge

Standard 4: Overall

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

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
4.1 Engages students in learning experiences that encourage them to understand, question, and analyze ideas from diverse perspectives.	Makes no effort to engage students in analyzing ideas from diverse perspectives.	Attempts to engage students in analyzing ideas from diverse perspectives.	Applies strategies and uses questioning techniques designed to engage students in analyzing ideas from diverse perspectives.	Employs supplementary content resources and highly engaging pedagogy (such as debates and Socratic Seminars) to engage students in questioning and analyzing ideas from diverse perspectives.
4.2 Creates opportunities for students to learn, practice and master academic language in their content areas(s).	Does not acknowledge the responsibility to support students' acquisition of academic language in their content area (s).	Recognizes and begins to utilize strategies that create opportunities for students to learn and practice academic language.	Consistently incorporates opportunities for students to learn, practice, and master academic language.	Draws from a wide repertoire of strategies to accelerate academic language development for all students.

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

Professional Practice: DOMAIN 2 Content

Standard 4: Overall

DNM	DP	PR	E

Standard 4: Content Knowledge (continued)

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

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
4.3 Applies major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline she/he teaches.	Demonstrates minimal understanding of how to apply concepts and processes of inquiry central to the discipline.	Seeks ways to apply major concepts, assumptions, and processes of inquiry relevant to the discipline.	Understands how to build upon major concepts, assumptions, debates, processes of inquiry and ways of knowing in the discipline and uses these skills regularly to deepen student learning.	Embeds learning activities and assessments that push students to apply major concepts, assumptions, debates and processes of inquiry specific to the discipline.
4.4 Integrates relevant content to build on learners' background knowledge.	Demonstrates minimal knowledge of students' backgrounds and experiences.	Elicits information about students' prior knowledge, life experiences, and interests; some connections are made to learning goals and objectives.	Designs learning experiences that integrate relevant content to build on learners' background knowledge.	Creates a learning environment that integrates relevant content to establish relevancy and rigor.

Guiding Questions

- Are opportunities created to develop academic language as part of the content instruction?
- Is instruction connect to state content standards?
- Are multiple levels of questioning strategies use to engage students?
- Do students understand the purpose of lessons and value of the content area being taught?

Evidence

- Use a varied questioning techniques and levels of questions.
- Providing diverse perspectives through a variety of resources (e.g. discussion, readings, guests, online resources).
- Presentation of content standards in ways which are clear and meaningful.
- Uses tools of language development to scaffold ELL students (SIOP).

Professional Practice: DOMAIN 2 Content

Standard 4: Content Knowledge (continued)

Standard 4: Overall

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

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
4.5 Maintains deep knowledge of content standards and learning progressions in the discipline (s) she/he teaches.	Demonstrates little or no knowledge of subject matter and concept standards of the discipline.	Articulates key concepts, skills and themes of relevant content standards in an accurate and coherent manner. Develops an understanding of learning progressions.	Consistently demonstrates knowledge of subject matter and content standards to scaffold instructions based upon learners' needs and the increasing complexity of the content, to support student understanding.	Expands upon comprehensive knowledge of subject matter and content standards, learning progressions, and student development to ensure students understanding.

Guiding Questions

- Are opportunities created to develop academic language as part of the content instruction?
- Is instruction connect to state content standards?
- Are multiple levels of questioning strategies use to engage students?
- Do students understand the purpose of lessons and value of the content area being taught?

Evidence

- Use a varied questioning techniques and levels of questions.
- Providing diverse perspectives through a variety of resources (e.g. discussion, readings, guests, online resources).
- Presentation of content standards in ways which are clear and meaningful.
- Uses tools of language development to scaffold ELL students (SIOP).

Professional Practice: DOMAIN 2 Content

Standard 5: Overall

DNM	DP	PR	E

Standard 5: Application of Content

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

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
5.1 Engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes.	Neither engages learners in application of content knowledge nor presents content to create interdisciplinary connections.	Connects key concepts, skills, and themes within and across subject areas. Encourages students to apply their knowledge to real world problems.	Designs learning experiences where students apply content knowledge to complex, authentic issues through interdisciplinary lenses using contemporary tools and resources.	Interrelates key concepts and underlying themes within and across the curriculum to extend relevant, in-depth learning for all students. Assures students' application of cross-curricular learning by weaving those themes into meaningful learning.
5.2 Facilitates learners' use of current tools and resources to maximize content learning in varied contexts.	Does not use tools and resources to ensure content learning.	Matches appropriate tools and resources to the content to encourage student understanding and critical thinking.	Uses and adapts current tools and resources that support students to make meaning of interdisciplinary content. Assists students to construct their own knowledge and think critically.	Embeds an extensive repertoire of effective tools and resources that challenge students to independently and collaboratively apply their knowledge and think critically about the interdisciplinary content.

Guiding Questions

- How is the content made "real" to students as they reach the level of application?
- What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively?
- Are activities used to allow students to demonstrate the ability to apply content?

Evidence

- Use of multiple activity formats which allow students to communicate critically and creatively in the content area (i.e. speeches, debates).
- Application of the Comprehensive Literacy Model and associated strategies to encourage literacy development across curriculum and ensure access to content.

Professional Practice: DOMAIN 2 Content

Standard 5: Application of Content (continued)

Standard 5: Overall

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.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
5.3 Develops learners' communication skills by creating opportunities for a variety of forms of communication that address varied purposes.	Dedicates minimal attention to the development of students' communication skills.	Offers opportunities for learners to practice communication skills in the classroom setting.	Creates multiple opportunities for learners to practice communication skills in different formats for varied audiences and purposes.	Integrates a wide range of communication media across multiple settings that encourage students to propose, develop, present, and defend their ideas.
5.4 Engages learners in critical and creative thinking, encouraging new ideas and approaches.	Rarely provides students content-linked opportunities to engage in critical and creative thinking.	Provides opportunities for students to engage in critical and creative thinking related to content standards.	Facilitates students' formation of independent ideas and creative approaches that are connected to relevant content standards.	Engages students in questioning and challenging conventional assumptions and approaches to stimulate innovation in ways that are relevant to content standards.

Guiding Questions

- How is the content made "real" to students as they reach the level of application?
- What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively?
- Are activities used to allow students to demonstrate the ability to apply content?

Evidence

- Use of multiple activity formats which allow students to communicate critically and creatively in the content area (i.e. speeches, debates).
- Application of the Comprehensive Literacy Model and associated strategies to encourage literacy development across curriculum and ensure access to content.

Professional Practice: DOMAIN 3 Instructional Practice

Standard 6: Overall

DNM	DP	PR	E

Standard 6: Assessment

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

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
<p>6.1 Designs assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.</p>	<p>Assessments are not aligned with learning objectives and/or do not enable students to demonstrate their learning.</p>	<p>Inconsistently aligns assessments with learning objectives and employs methods that allow students to demonstrate their learning.</p>	<p>Constructs formative and summative assessments that align with learning objectives and use multiple measures for learners to demonstrate what they know.</p>	<p>Maximizes opportunities for students to demonstrate their knowledge and skills, both formatively and summatively, in ways that are tightly aligned to learning objectives.</p>
<p>6.2 Works independently and collaboratively to examine formative and summative assessment data to identify students learning needs and to inform instruction.</p>	<p>Uses assessment solely as a means to determine a grade. Neither examines assessment data alone nor with colleagues to inform instructional decisions.</p>	<p>Maintains, reviews, and monitors a variety of assessment data individually and with colleagues to identify student learning needs.</p>	<p>Documents, analyzes, and interprets a variety of student assessment data, independently and with colleagues, to identify individual student needs, trends, and patterns among student groups.</p>	<p>Creates and/or utilizes multiple measures to maintain and analyze student performance data. Collaborates with colleagues to identify and address underlying causes for student achievement.</p>

Guiding Questions

- Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study?
- Is assessment data reviewed, both individually and in collaboration with others (such as a team or PLC) to differentiate future instruction?
- Do students receive timely and effective feedback to guide their academic progress?

Evidence

- Data notebooks with formative and summative assessment results.
- Work samples scored with team input to ensure reliability.
- Differentiation in analysis of student work with consideration of special needs of students.
- Conferences with students to discuss academic goals and growth plans.

Professional Practice: DOMAIN 3 Instructional Practice

Standard 6: Overall

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.

DNM	DP	PR	E

Standard 6: Assessment (continued)

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.	Offers students little feedback that provides minimal guidance on how to improve performance.	Informs learners what quality work looks like and provides general feedback to students on their work.	Provides explicit performance standards for student work, and/or models and guides students on methods for improving the quality of their work.	Models and facilitates processes that involve students in examining and assessing work protocols, both individually and collectively, and use clearly defined performance standards. Provides feedback to learners.
6.4 The teacher is committed to the ethical use of data and assessments to identify learner strengths and needs to promote student growth.	Does not follow testing protocols and policies. Assumes a bias toward students based on their assessed level of achievement.	Learns and follows testing protocols and policies. Assessment data is not reflected in instructional practice.	Knows and follows testing protocols and policies. Utilizes available assessment data to inform instructional planning and grouping.	Plays a leadership role in ensuring the school's adherence to all testing protocols and policies. Collaborates with colleagues in the examination of student assessment data and how to use it in the developing instructional strategies.

Guiding Questions

- Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study?
- Is assessment data reviewed, both individually and in collaboration with others (such as a team or PLC) to differentiate future instruction?
- Do students receive timely and effective feedback to guide their academic progress?

Evidence

- Data notebooks with formative and summative assessment results.
- Work samples scored with team input to ensure reliability.
- Differentiation in analysis of student work with consideration of special needs of students.
- Conferences with students to discuss academic goals and growth plans.

Professional Practice: DOMAIN 3 Instructional Practice

Standard 6: Assessment (continued)

Standard 6: Overall

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.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
6.5 The teacher prepares all learners for the demands of particular standardized and non-standardized assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.	Does not prepare learners for multiple testing formats. Neglects responsibility to make appropriate testing accommodations for student needs.	Exposes students to various testing formats. Follows guidelines from IEP's, resource colleagues, or other sources in making testing accommodations.	Creates opportunities for students to practice with multiple testing formats. Makes accommodations seamlessly for students with specific documented needs.	Integrates multiple testing formats into instruction to increase familiarity and comfort among students. Adjusts assessments and/or testing conditions for individual students in ways that extend beyond documented needs.

Guiding Questions

- Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study?
- Is assessment data reviewed, both individually and in collaboration with others (such as a team or PLC) to differentiate future instruction?
- Do students receive timely and effective feedback to guide their academic progress?

Evidence

- Data notebooks with formative and summative assessment results.
- Work samples scored with team input to ensure reliability.
- Differentiation in analysis of student work with consideration of special needs of students.
- Conferences with students to discuss academic goals and growth plans.

Professional Practice: DOMAIN 3 Instructional Practice

Standard 7: Planning For Instruction

Standard 7: Overall

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

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
7.1 Designs learning experiences aligned to curriculum standards and student needs.	Does not plan daily lessons. Classroom activities lack alignment to curriculum and/or student needs.	Makes an effort to align instruction to student content standards when planning for daily and weekly lessons.	Creates short-and long-term plans which are aligned with content standards. Plans integrate student learning needs, goals, and learning activities.	Designs and sequences short and long-term plans that are comprehensive, cohesive, aligned to content standards and informed by ongoing assessment.
7.2 Evaluates and adjusts plans based on student outcomes.	Does not evaluate or adjust lesson plans based on student needs.	Adapts lessons or sequencing of lessons based on assessments to address students' learning needs.	Customizes instructional plans based upon ongoing assessment data. Incorporates additional materials and strategies to support students' diverse learning needs.	Anticipates and plans for a wide range of adaptations to lessons based on in-depth analysis of individual students needs. Engages with students to identify types of adjustments in instruction that best meet their learning needs.

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

Professional Practice: DOMAIN 3 Instructional Practice

Standard 7: Planning For Instruction (continued)

Standard 7: Overall

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

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
7.3 Plans collaboratively with resources colleagues and/or specialists to design and jointly deliver instruction to meet unique learning needs.	Does not access resource colleagues and/or specialists for collaborative planning.	Seeks opportunities to meet with specialists to receive support in the planning and delivery of instruction that meets unique student learning needs.	Collaborates with resource colleagues and/or specialists to plan and deliver instruction that enhances learning opportunities for students with unique learning needs.	Creates optimal learning experiences for students with unique needs in collaboration with resource colleagues and/or specialists. Advocates for and models inclusive teaching practices.

Guiding Questions

- Do planned lessons assist students in meeting learning goals and relevant standards of proficiency?
- Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs?
- Is data from team meetings used to inform instructional plans?
- Is student achievement data used to differentiate instruction?

Evidence

- Notes from team meetings.
- Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language.
- Lesson plans which reflect accommodations for individual student needs.

Professional Practice: DOMAIN 3 Instructional Practice

Standard 8: Instructional Strategies

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

Standard 8: Overall

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
8.1 Varies role in the instructional process (e.g. instructor, facilitator, guide, audience)	Utilizes only a teacher-centered instructional approach.	Relies primarily on teacher-driven instruction, but is beginning to integrate more student-centered approaches.	Considers learners' needs and determining appropriate instructional role. Varies role between instructor, facilitator, guide, and audience.	Integrates a variety of roles for all members of the classroom community, so students become both teachers and learners.
8.2 Engages students in using a range of available technology tools to access, interpret, evaluate, and apply information.	Makes little or no effort to engage students in using a range of learning skills and tools to access, interpret, evaluate, and apply information.	Provides limited opportunities for students to identify and use learning skills and tools related to topics of study.	Engages students in accessing, interpreting, evaluating and applying key concepts through active learning. Supports students to initiate inquiry, utilizing appropriate learning skills and tools.	Facilitates ongoing opportunities for students to design and implement inquiries to critically analyze content, draw conclusions, and share findings while considering multiple perspectives with and across subject matter.

Guiding Questions

- Are varied roles used (at appropriate times) during the instructional process?
- Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction?
- Do students receive encouragement in applying various levels of questioning and problem-solving strategies?

Evidence

- Work Samples.
- Lesson plans demonstrate a variety of instructional strategies (as appropriate to the content and learners).
- Use a varied grouping strategies (small group, whole group, etc)
- Observation of student engagement.

Standard 8: Instructional Strategies (continued)

Standard 8: Overall

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.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
8.3 Asks questions and facilitates discussion in support of student learning.	Poses questions to some students designed to elicit factual recall.	Uses questioning strategies that require most students to recall, interpret, and think critically.	Implements questioning strategies that stimulate discussion, probe for understanding, and help students articulate their ideas and thinking processes. Promotes risk-taking and problem solving that connects to prior knowledge and stimulates curiosity.	Implements systematic opportunities for all students to apply critical thinking by designing structured inquiries into complex problems. Students pose and answer a wide range of complex questions, reflect, and communicate understandings based on analysis of content learning.
Guiding Questions				
<ul style="list-style-type: none"> Are varied roles used (at appropriate times) during the instructional process? Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction? Do students receive encouragement in applying various levels of questioning and problem-solving strategies? 				
Evidence				
<ul style="list-style-type: none"> Work Samples. Lesson plans demonstrate a variety of instructional strategies (as appropriate to the content and learners). Use a varied grouping strategies (small group, whole group, etc) Observation of student engagement. 				

Professional Responsibilities: DOMAIN 4 Professional Responsibility

Standard 9: Professional Learning and Practice

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

Standard 9: Overall

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
<p>9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.</p>	<p>Does not participate in learning opportunities.</p>	<p>Participates in professional growth opportunities by attending school and district professional development.</p>	<p>Seeks out opportunities for professional development based on self-assessment. Implements new knowledge and skills. Seeks feedback from colleagues and supervisors.</p>	<p>Pursues and initiates professional learning opportunities and actively shares expertise with others. Solicits feedback from colleagues and supervisors for informing future practice.</p>
<p>9.2 Uses multiple sources of evidence (e.g. students growth data, self-reflection tools, classroom observations) to self-access professional practice.</p>	<p>Does not use evidence to self-assess professional practice.</p>	<p>Minimally uses sources of evidence to self-assess practice.</p>	<p>Utilizes multiple sources of evidence, including collegial feedback and self assessments, to improve professional practice.</p>	<p>Integrates experimentation, data analysis, and reflection into daily practice. Leads collaborative effort to reflect on professional practice.</p>

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

Professional Responsibilities: DOMAIN 4 Professional Responsibility

Standard 9: Professional Learning and Practice (continued)

Standard 9: Overall

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.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
<p>9.3 Reflects on personal biases and accesses resources to deepen his/her own understanding of student differences to build relationships and create relative learning experiences.</p>	<p>Lacks awareness of own personal biases and their impact on the learning environment. Does not take into account student differences in ways that support instruction.</p>	<p>Acknowledges student differences and addresses some individual student needs.</p>	<p>Incorporates culturally responsive pedagogy. Continues to deepen understanding of student differences and explores ways to address individual student needs.</p>	<p>Transcending their own bias, the teacher utilizes a variety of approaches to understand students' diverse learning needs and maintains a belief in all students' capacity for achievement.</p>
<p>9.4 Demonstrates knowledge of legal and ethical rights and responsibilities.</p>	<p>Demonstrates limited knowledge of federal, state, district, and school regulations and policies.</p>	<p>Understands the legal and ethical expectations of the profession, including codes of ethics, confidentiality, professional standards of practice, and relevant law policy.</p>	<p>Conducts self in a professional and ethical manner when dealing with students, families, and colleagues. Complies fully with school and district regulations as well as state and federal law.</p>	<p>Models the highest legal and ethical standards, and sees that school practices and procedures support all students, particularly those traditionally under served.</p>

Guiding Questions

- Are strengths and areas for growth identified during self-assessment?
- Are student outcomes or performance data used during self-assessment?
- Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth?

Evidence

- Professional Growth Goals.
- Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals.
- Active participation in team, school, PLC, and other meetings.
- Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities.

Professional Responsibilities: DOMAIN 4 Professional Responsibility

Standard 10: Leadership and Collaboration

Standard 10: Overall

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.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
<p>10.1 Takes an active role on the instructional team.</p>	<p>Does not regularly attend mandated school or District meetings. Does not participate in collaborative activities.</p>	<p>Attends and participates in school and District activities and meetings, but with minimal engagement.</p>	<p>Engages in meetings and activities designed to plan curriculum, coordinate resources, and solve school- and/or District-level problems.</p>	<p>Initiates opportunities for staff collaboration that provide and receive feedback on practice, examine student work collaboratively, and share responsibility for decision-making and accountability to facilitate student success.</p>
<p>10.2 Works collaboratively with students and families to support learner development and achievement.</p>	<p>Does not collaborate with students and/or parents to support learning.</p>	<p>Shares student progress and classroom activities in a manner that invites student and family participation.</p>	<p>Collaborates regularly with families to engage them in respectful and ongoing communication that supports student success.</p>	<p>Integrates a systemic partnership that encourages ongoing collaboration to enhance student success.</p>

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

Professional Responsibilities: DOMAIN 4 Professional Responsibility

Standard 10: Leadership and Collaboration (continued)

Standard 10: Overall

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.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative To Standard (PR)	Exceeds Standard (E)
10.3 Seeks opportunities to model effective practice and demonstrate leadership in support of school goals.	Deflects opportunities to participate in school improvement processes and displays limited awareness of school goals.	Supports school improvement goals and participates in professional learning opportunities.	Actively promotes and advocates for the realization of school goals. Seeks opportunities to visit and/or opens up their classroom for reciprocal visits.	Integrates effective practices that promote school and District goals. Opens classroom to model and discuss practices, as well as engage in collaborative improvement of instruction. May pursue and hold leadership roles at the school and/or District Level.

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