Portland Public Schools
Learning to Succeed

Educator Evaluation
TEVAL
Implementation Guidebook

Portland Public Schools

Learning to Succeed

Teacher Evaluation System

Observations of Practice & Professional Growth

Student Learning & Growth

Teacher Evaluation

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Introduction

Effective teachers continually reflect on and seek opportunities to improve their practice. Routine self-assessment, feedback from supervisors and peers, and focused professional development are essential in supporting a teacher in becoming and remaining a skillful educator. With these principles in mind, the Maine Legislature enacted the Educator Effectiveness law in 2012. It is the first Law in the state's history to require every school administrative unit to implement a Performance Evaluation and Professional Growth (PEPG) system for teachers and principals that includes not only performance evaluation but also intentional structures of support for professional growth.

At the state level, all Maine school administrative units, in order to comply with the rules of Chapter 508 of Title 20-A, are expected to develop and implement a performance evaluation and professional growth (PE/PG) system for educators for full implementation by the 2017-2018 school year. Portland Public Schools Educator Evaluation (TEVAL) System satisfies the requirements of Chapter 508 of the Maine Revised Statutes, Title 20-A and Rule Chapter 180 by including:

➢ Standards of professional practice
➢ Multiple measures of educator effectiveness, including professional practice and student learning and growth measures
➢ A rating scale consisting of 4 levels of effectiveness, with professional growth opportunities and employment consequences tied to each level
➢ A process for using information from the evaluation process to inform professional development and other personnel decisions
➢ A mechanism for training evaluators for ongoing training
➢ A mechanism for training educators in components and procedures of the system
➢ A process for determining teacher of record
➢ A framework for observation and feedback on a regular basis
➢ A framework for peer review and collaboration
➢ Plans for professional growth and improvement
   Include page references here, if applicable?

Background

Portland Public Schools' (PPS') previous evaluation and professional growth system did not adequately identify excellent educators[1] and specialists, support all educators and specialists with appropriate professional growth opportunities, or provide them with regular and meaningful feedback. Therefore, both the district and the Portland Education Association (PEA) identified a new evaluation and professional growth system as critical to supporting student learning and professional growth. This system will serve as the district wide evaluation and professional growth system for educators and specialists.

PPS was awarded two School Improvement Grants (SIGs) in the SY2010-11 and the SY2011-12 for Riverton Elementary School and East End Community School, respectively. Funding from these grants was designated to develop and test an educator evaluation and professional growth system that includes both measures of educator practice and student performance. Together with the Consortium for Educational Change (CEC), an educator evaluation and professional growth design team began developing the new system.[2]

In the fall of 2010, PPS assembled a joint committee to make decisions regarding the design and implementation of the educator evaluation and professional growth system. Portland's Design Team consists of educators, building administrators, and district officials. Educator representatives on the Design Team were appointed by the Portland Education Association; administrators were appointed by the Portland Administrator Association and the superintendent. The committee has been convening and expanding since September 20, 2010, and will continue to meet through the implementation and refinement of the evaluation and professional growth system. Updates and workshops about PPS' new evaluation and professional growth system have been shared with the Board of Education and the public since May of 2011.

The work of the Design Team is driven by a **vision** of an educator evaluation and professional growth system that 1) incorporates student achievement and growth, 2) supports the work of educators, 3) helps in further developing a collaborative relationship between educators and administrators, and 4) is a transparent objective process.

The following **shared values** provide a foundation for this improved evaluation and professional growth system:

1. We value student learning and growth.
2. We value professional learning.

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[1]In this document the term *educator* refers to teachers.

[2]Though the district is required to develop a system for evaluating professional staff covered by both the Portland Education Association's collective bargaining agreement and the Portland Administrator Association's collective bargaining agreement, this guidebook addresses only the teacher evaluation and professional growth system.

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3. We value the work of all staff in supporting student learning.
4. We value professional standards as the core of instructional and administrative practice.
5. We value multiple measures of student growth and proficiency.
6. We value peer support as we work to improve student learning.
7. We value collaboration and inclusive planning.
8. We value transparency and clarity in expectations and process.
9. We value ongoing reflection and review of this system.

By implementing an improved evaluation and professional growth system based upon this vision and these shared values, Portland Public Schools should achieve certain **expected outcomes**. The evaluation and professional growth system will ensure that there are improvements in student learning, supports for educators, and a shared accountability for student learning. In addition to the vision and expected outcomes of this model, **three core beliefs** about an improved educator evaluation and professional growth system guide the work:

1) **An effective evaluation and professional growth system helps us provide our students with effective educators**. Research tells us effective educators make the biggest impact on the quality of our students' educational experiences. We need to do everything we can to give all our educators the support they need to do their best work, because when they succeed, our students succeed. With effective evaluation and professional growth systems, we can identify and retain effective educators, provide useful feedback and support, and intervene when educators consistently perform poorly.

2) **Educators are professionals, and our evaluation and professional growth system reflects that.** Unfortunately, current evaluations treat educators like interchangeable parts—rating nearly all educators good or great and failing to give educators the accurate, useful feedback they need to do their best work in the classroom. This evaluation and professional growth system gives educators regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We are committed to fair, accurate, and consistent evaluations, based on multiple factors that paint a complete picture of each educator's success in helping students learn.

3) **This evaluation and professional growth system gives regular and meaningful feedback to help our educators improve their practice.** Novice and veteran educators alike can look forward to detailed, constructive feedback, tailored to the individual needs of their classrooms, educators, and students. Educators and trained evaluators will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized professional growth plan to meet those goals.

Design and Implementation

Initial Evaluation System Pilots

In the summer of 2011, the Design Team selected *Charlotte Danielson's Framework for Teaching* as the guiding document for Portland Public Schools educator practice. The intent of the evaluation and professional growth system is to combine educator practice and student growth measures. To ensure that feedback from educators and evaluators is used to refine the process before full implementation, evaluation pilots have occurred district-wide for the educator practice portions of the system.

During 2011-2012 and 2012-2013 teacher evaluation system pilots occurred at Riverton, Reiche and East End schools using selected portions of *Danieslon's Framework for Teaching*. Summative ratings did not impact employment decisions during this trial implementation.   Also during 2012-2013, all probationary teachers district-wide, were observed and evaluated using *Danielson's Framework for Teaching*. The process was repeated during 2013-2014 for all probationary teachers and included a pilot of Teachscape Reflect, an online tool for observation management. During 2014-15, PPS continued piloting portions of the evaluation system; probationary teachers were observed and evaluated using *Danielson's Framework for Teaching*, and continuing contract teachers began transitioning to the new evaluation system
.

State Pilot Year

LD 38, signed into law in April of 2015 resulted in a one year delay to the new evaluation system implementation timeline. The state pilot year is now scheduled for 2015-16. 2016 - 2017 and full implementation will occur in 2017-18. During the system pilot process all educators will participate; summative ratings will not impact employment decisions for continuing contract educators.

District-wide Implementation

Per Maine statute, the new educator evaluation system will be implemented during 2017-18.

Summative Evaluation Score and Employment Decisions

During 2015-16 and 2016-17 (pilot years), summative evaluation scores will not impact employment decisions for continuing contract educators. Beginning in 2017-18, summative evaluation scores, which will include measures of educator practice and student growth, may impact employment decisions for both probationary and continuing contract educators. Continuing contract educators receiving a summative rating of Unsatisfactory for 2 consecutive years or Needs Improvement for 3 consecutive years may be subject to nonrenewal/dismissal.

Educator Evaluation Steering Committee

A nine-member Steering Committee comprised of 3 representatives appointed by the PEA, 3 representatives appointed by PAA, 2 representatives from District Leadership and 1 representative from Human Resources, will oversee the evaluation system. The Steering Committee is charged with monitoring the processes and procedures as set forth in the design of Portland Public Schools educator evaluation systems. Through a collaborative and problem-solving process, the Steering Committee is responsible for defining practices and assessing the implementation of the evaluation systems. In addressing issues that arise, the decision-making process will seek consensus; when that is not possible, a voting process may be used.   The TEVAL guidebook will be continuously updated to reflect changes in processes and procedures approved by the Steering Committee. The responsibilities, roles, and appointment process for the Steering Committee will be reviewed and refined on an annual basis.

Goals and Purpose

The overarching goal of the PPS TEVAL system is to provide all students with effective teachers and improve student learning and growth by:

➢ Serving as a basis for professional development that can improve instructional effectiveness and rigor

➢ Clarifying expectations and serving as a guide for teachers as they reflect upon and improve their effectiveness and professional responsibilities

➢ Facilitating collaboration by providing a common language to discuss performance

➢ Focusing the goals and objectives of PPS' schools and the district as they support, monitor and evaluate their teachers

➢ Serving as a tool in developing structures of peer support for teachers

➢ Serving as a meaningful measurement of performance of individual teachers

The PPS TEVAL system encourages shared language about the craft of teaching and supports collaboration within and across schools, ultimately fostering improvement in teaching practices and positively impacting students' learning.

Factors in a Summative Effectiveness Rating

Effective teachers continually reflect on and seek opportunities to improve their practice. Routine self-assessment, feedback from supervisors and peers, and focused professional development are essential in supporting a teacher in becoming and remaining a skillful educator.

The PPS TEVAL model is grounded in *Charlotte Danielson's Framework for Teaching*, a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning, teaching and professional responsibilities. Danielson's Framework takes the complex activity of teaching and divides it into 22 components clustered into four domains of teaching responsibility that describe professional practices that effective teachers employ to ensure that their craft is continually evolving and that their students are continually progressing toward proficiency and beyond. The 4 domains are shown in Figure 1.

Figure 1. Charlotte Danielson's Framework for Teaching

DOMAIN 1: Planning and Preparation	DOMAIN 2: The Classroom Environment
1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy **1b Demonstrating Knowledge of Students** • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage **1c Setting Instructional Outcomes** • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners **1d Demonstrating Knowledge of Resources** • For classroom • To extend content knowledge • For students **1e Designing Coherent Instruction** • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure **1f Designing Student Assessments** • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	**2a Creating an Environment of Respect and Rapport** • Teacher interaction with students • Student interaction with students **2b Establishing a Culture for Learning** • Importance of content • Expectations for learning and behavior • Student pride in work **2c Managing Classroom Procedures** • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals **2d Managing Student Behavior** • Expectations • Monitoring behavior • Response to misbehavior **2e Organizing Physical Space** • Safety and accessibility • Arrangement of furniture and resources
DOMAIN 4: Professional Responsibilities	DOMAIN 3: Instruction
4a Reflecting on Teaching • Accuracy • Use in future teaching **4b Maintaining Accurate Records** • Student completion of assignments • Student progress in learning • Non-instructional records **4c Communicating with Families** • About instructional program • About individual students • Engagement of families in instructional program **4d Participating in a Professional Community** • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school **4e Growing and Developing Professionally** • Enhancement of content knowledge and pedagogical skill • Service to the profession **4f Showing Professionalism** • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations	**3a Communicating With Students** • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language **3b Using Questioning and Discussion Techniques** • Quality of questions • Discussion techniques • Student participation **3c Engaging Students in Learning** • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing **3d Using Assessment in Instruction** • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring **3e Demonstrating Flexibility and Responsiveness** • Lesson adjustment • Response to students • Persistence

The PPS TEVAL System includes two distinct measures of effectiveness as described in Figure 2.

Figure 2. Multiple Measures

Professional Practice & Growth

➢ A measure of effective instruction, management of classroom environment, professional learning, reflection and growth
➢ Includes progress toward and attainment of professional goals that develop professional attributes leading to student learning, growth and achievement of learning targets
➢ Defined in the Domains 1-4 of Charlotte Danielson's Framework for Teaching

Student Learning and Growth

➢ A measure of the teacher's impact on students' academic growth
➢ Based on student growth on assessments of measurable learning targets
➢

Evaluation Timeline Overview

The PPS TEVAL system includes two timeframes. One is the **Implementation Timeline** (Figure 3) which describes the pilot years and the first years of implementation. The second is the **Annual TEVAL Process** (Figure 5) which defines the cyclical series of activities that occur during each year. The SY2015-2016 and SY 2016-2017 are pilot years. The first year of the PPS TEVAL system implementation is SY2017-2018.

The Implementation Years

Between June 2015 and February 2016, teachers and evaluators were trained in the TEVAL system requirements and in their roles within the system. During this time, teachers were trained in the areas of developing professional goals, and selecting or developing high-quality assessments. New evaluators were trained to observe and provide feedback. All evaluators received ongoing professional development and attended two calibration sessions during the year.

Observations of practice using *Danielson's Framework for Teaching* have been occurring for all probationary teachers since 2012-13. Continuing contract teachers began transitioning to the new evaluation system during 2014-15. A *Full Evaluation Cycle Year* occurs once every three years AFTER continuing contract status is granted, based on an educator's date of hire as a teacher. This means, in the third year of the cycle (i.e., year 6, 9, 12, 15, etc., of service), an evaluator formally evaluates the teacher. Teachers develop and implement professional goals and student growth measures as they move into their full evaluation year. These data are incorporated into the first summative effectiveness rating.

By June of 2019, every teacher will have received a Summative Effectiveness Rating based on at least two measures of effectiveness described in Figure 2. The rating for a teacher's Impact on Student Learning and Growth will be based on the educator's professional practice and at least 2 student growth measures.

All Math and ELA teachers grades 4-8 must also include results from the Maine State Assessment.

Teachers will be placed on differentiated professional growth plans following their summative rating year.

Figure 3. Implementation Timeline 2015-16 & beyond

	Summer	Fall	Winter	Spring
2014-15 Pilot Year	Train all staff on professional practice model New admin observation training	Train new educators on TEVAL observation pilot Notify continuing contract educators about evaluation cycle; confirm date of hire Observations of practice for all on cycle educators		Domain 4 – Professional Responsibilities Review Educators: self-review, reflection, summative comments Evaluators: summative conference & ratings, goal-setting, growth plans
2015-16 Pilot Year	TEVAL System Training TEVAL orientation for admin & new admin observation training	Train new educators on TEVAL system TEVAL orientation for educators and notify on-cycle continuing contract educators Fall conferences and goal setting for on-cycle educators Initial & ongoing PC meetings for collaboration & review	Assessment design & review in PCs Points of Contact (observations, conferences, lesson reviews, etc.)	Submission of assessments for approval On-cycle educators: Domain 4 – Professional Responsibilities Review On-cycle educators: self-review, reflection, summative comments Evaluators: summative conference & ratings, goal-setting, growth plans
2016-17 Pilot Year	TEVAL System Training TEVAL orientation for admin & new admin observation training	Train new educators on TEVAL system TEVAL orientation for educators and notify on-cycle continuing contract educators Fall conferences and goal setting for on-cycle educators PC meetings for collaboration & review	Assessment review and refinement in PCs Points of Contact (observations, conferences, lesson reviews, etc.)	Submission & review of assessment data On-cycle educators: Domain 4 – Professional Responsibilities Review On-cycle educators: self-review, reflection, summative comments Evaluators: summative conference & ratings, goal-setting, growth plans

Training of Evaluators and Teachers

In order to provide the opportunity for each evaluator and teacher to understand his/her responsibilities and participate fully in the PPS TEVAL system, PPS will provide the following training for each evaluator and each teacher according to the requirements of Rule Chapter 180, listed below, and in the guidelines in Figure 4.

Evaluator Training
    A. Evaluator training will include:
- Conducting pre-observation and post-observation conferences
- Observing and evaluating the professional practice of teachers
- Developing and guiding professional growth plans

    B. The training in observing and evaluating professional practice of teachers will include
- Training in evaluating performance based on evidence, and without bias
- Adequate time for evaluators to practice and become familiar with the PPS TEVAL system
- Opportunity for evaluators to work collaboratively
- Training in assessing evidence of performance not directly observed in classroom observations and in incorporating that evidence into a summative evaluation
- Training designed to ensure a high level of inter-rater reliability and agreement. To continue to serve as a trained evaluator, an evaluator must participate in training and 2 calibration sessions annually

Teacher Training
    Training for teachers evaluated under the PPS TEVAL system will include
- The structure of the system, including the multiple measures of educator effectiveness and the evaluation cycle
- The names and roles of administrators and others whose decisions impact the educator's rating
- Professional development opportunities to assist the teacher in meeting professional practice standards used in the framework
- The results and consequences of receiving each type of summative effectiveness rating
- Other aspects of the system necessary to enable the educator to participate fully in the evaluation and professional growth aspects of the system
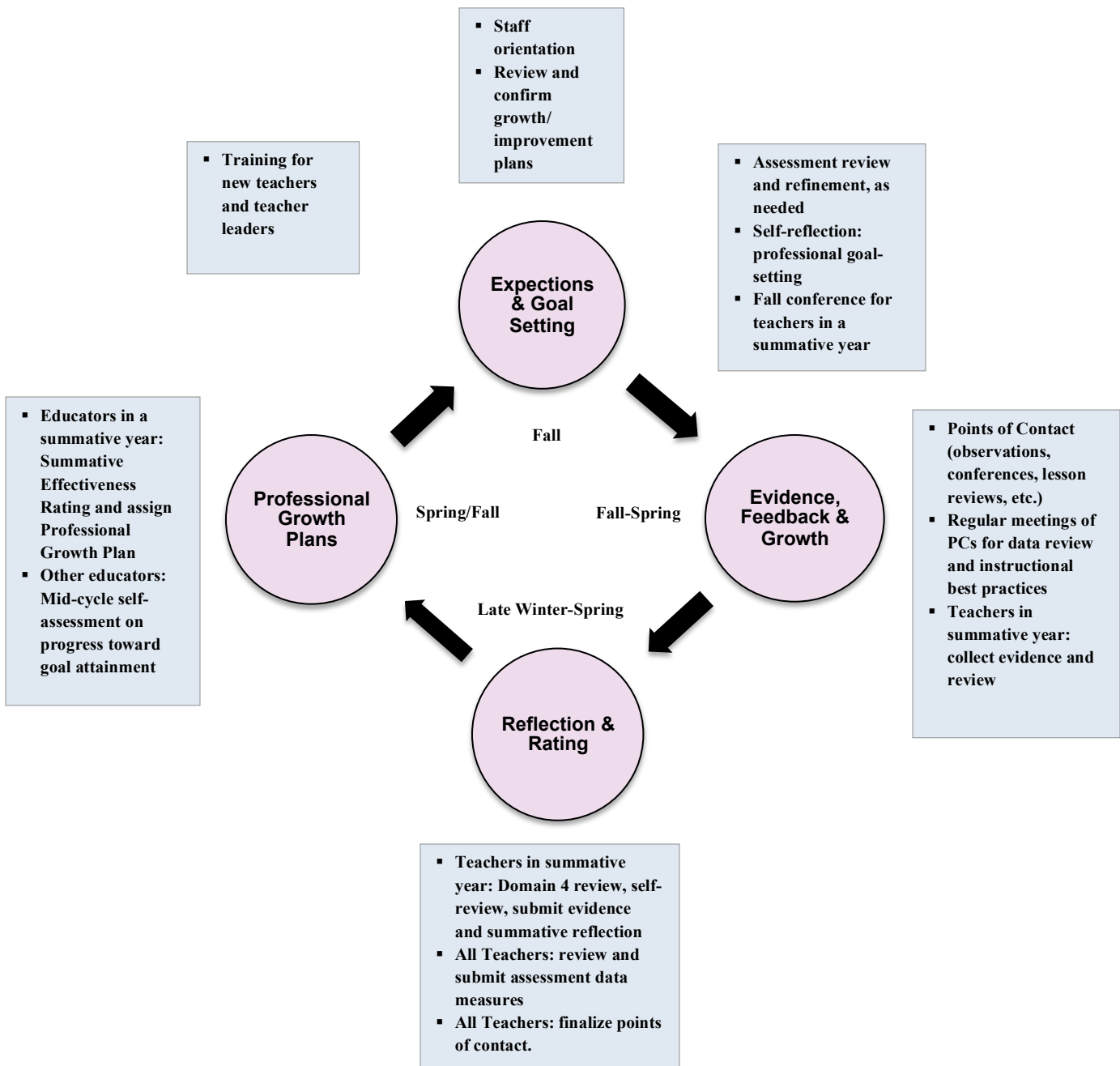
Figure 4. Training requirements specific to Steps 1-4 of the TEVAL process

	Evaluator	Teacher

Step 1 Expectations and Goal Setting	➢ Understanding the evaluation model
	➢ Conferencing with teachers
	   o Listening skills
	   o Coaching/Guiding
	➢ Reviewing Professional growth plans
	➢ Understanding student growth measures
	➢ Creating and assessing goals
		➢ Participating in professional cohorts
		➢ Understanding the evaluation model and evaluation cycles
		➢ Understanding the FfT professional practice standards, elements/indicators and rubrics
		➢ Developing student growth measures
		➢ Setting/reviewing and reflecting on professional goals
		➢

	Evaluator	Teacher

Step 2 Evidence, Feedback and Growth	➢ Understanding the professional practice standard indicators and using them to assess teacher practice
	   o Interrater Agreement
	   o Accuracy
	   o Calibration
	   o Observation and feedback
	➢ Providing feedback to teachers
	   o Objectivity
	   o Sources of evidence
	   o Timeliness
	   o Accuracy
	   o Professional growth plans
	➢ Evaluating student growth data
		➢ Collecting and presenting evidence
		   o Multiple sources of evidence
		   o Key evidence
		   o Systems of gathering evidence
		   o Timelines
		➢ Participating in conferences with evaluators
		   o Objectivity
		   o Evidence
		➢ Talking about the evidence with an evaluator
		➢ Analyzing and presenting student progress on growth targets

	Evaluator	Teacher
Step 3 Reflection and Rating	➢ Making sense of evidence ➢ Arriving at a summative effectiveness rating ➢ Writing concise rationales for summative rating	➢ Self-evaluating performance ➢ Combining of evidence and ratings to arrive at a summative effectiveness rating ➢ Understanding consequences of ratings

	Evaluator	Teacher
Step 4 Professional Growth Plans	➢ Understanding the different plans and related implications ➢ Assisting teachers in the development of plans based on evidence	➢ Understanding requirements, implications and opportunities associated with professional growth plans ➢ Implementing professional growth plans ➢ Setting goals ➢ Accessing professional development ➢ Selecting an appropriate professional cohort

Annual PPS TEVAL Process

After the implementation years the PPS TEVAL system follows an annual series of conversations and activities that emphasize feedback and professional growth. The annual process can be illustrated as four distinct but interrelated steps or aspects of the model (Figure 5), which collectively inform the activities and decisions of subsequent years. The following pages provide details about each step of the TEVAL process as it plays out each year.

Figure 5. Annual TEVAL Process

- Training for new teachers and teacher leaders

- Staff orientation
- Review and confirm growth/ improvement plans

- Assessment review and refinement, as needed
- Self-reflection: professional goal-setting
- Fall conference for teachers in a summative year

Expections & Goal Setting

Fall

- Educators in a summative year: Summative Effectiveness Rating and assign Professional Growth Plan
- Other educators: Mid-cycle self-assessment on progress toward goal attainment

Professional Growth Plans

Spring/Fall   Fall-Spring

Evidence, Feedback & Growth

- Points of Contact (observations, conferences, lesson reviews, etc.)
- Regular meetings of PCs for data review and instructional best practices
- Teachers in summative year: collect evidence and review

Late Winter-Spring

Reflection & Rating

- Teachers in summative year: Domain 4 review, self-review, submit evidence and summative reflection
- All Teachers: review and submit assessment data measures
- All Teachers: finalize points of contact.

Step 1: Expectations and Goal Setting

TEVAL Orientation: The first step in the TEVAL process occurs at the beginning of the school year and sets the stage for a positive, collaborative performance evaluation and professional growth process for the coming year. At this time school administrators hold a TEVAL orientation meeting for all teachers to:

➢ Reorient previously trained teachers to the TEVAL system and arrange for teachers new to the district to receive the full training program
➢ Share district and school goals and expectations for the coming year
➢ Provide teachers with and/or confirm individual information on growth plans and evaluation cycles that were established in prior years, and the names of evaluators

Teacher self-reflection and professional goal-setting

Teachers set expectations and goals for professional growth (goals may have been set the previous spring). Regardless of his/her Professional Growth Plan or period of employment in the district each teacher will identify areas of strength and areas for growth that are based in *Danielson's Framework for Teaching* and prior feedback. This reflection serves as the basis for setting new goals or for monitoring progress on ongoing goals. (change layout of previous sentence?) See Step 4, Professional Growth Plans, for more detailed information.

> **The Professional Cohort**
> The Professional Cohort provides a mechanism for peer collaboration, review and refinement of student assessments and student growth targets, and instructional best practices. The PC will meet when appropriate throughout the year. As teachers support and learn from each other, a culture of collaboration and ongoing improvement of practice is fostered and a common understanding of effective practice is institutionalized.

Following reflection and initial goal-setting, the teacher seeks review and approval of goals and expectations. Depending on the teacher's Professional Growth Plan and evaluation cycle, the review and approval of the teacher's goals is conducted in close consultation with an administrator or evaluator. A teacher who is in a summative evaluation year meets with the assigned evaluator in a fall conference. During the conference the teacher and evaluator discuss all goals, expectations and timelines. If called for, they also discuss scheduling of Points of Contact, submittal of evidence and other details relevant to the summative effectiveness rating that allow the teacher to fully participate in the process.

> **Professional Growth Plans:** As indicated in the previous sections, a teacher's individual professional growth plan and evaluation cycle influence the approach taken in the establishment of expectation and goal-setting in Step 1. More information about individual growth plans can be found in Step 4, Professional Growth Plans.

Figure 6. Activities to be completed in the first month or two of the school year

Orientation for all and training of new teachers and evaluators
⬇
Expectations and Goal Setting for Student Growth Measures
⬇
Expectations and Goal Setting for Professional Growth
⬇
Review and approval of goals and Student Growth Measures
⬇
Fall conference for teachers in summative evaluation year
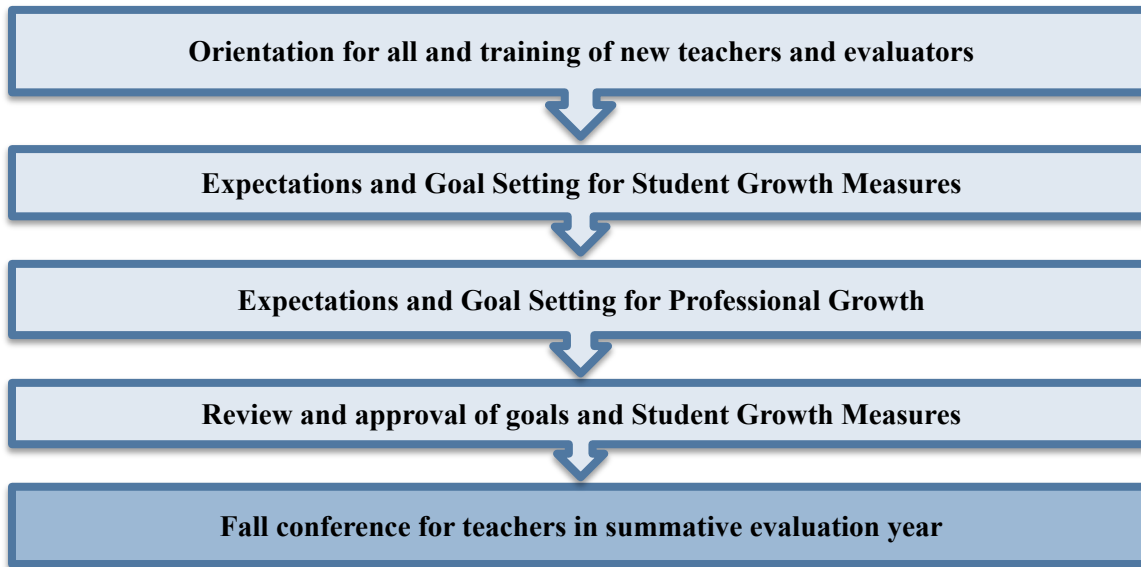
Step 2: Evidence, Feedback and Growth

Step 2 of the PPS TEVAL process occurs throughout a teacher's professional growth plan, whether it be a one-year, two-year or three-year cycle. The focus of Step 2 is learning about the many facets of a teacher's practice, sharing insights and feedback based on evidence and collaborating in planning next steps for professional growth. This step is supported by the Points of Contact framework (Figure 7).

Points of Contact—The system of observation, review of evidence and feedback in the PPS TEVAL system is predicated on the belief that students and teachers thrive and grow in a culture characterized by open doors, professional conversations and critical review of practice. The Points of Contact framework allows for a variety of teacher-selected and evaluator-selected interactions to provide multiple contexts for review and feedback by peers and evaluators and to supply ample evidence for the evaluation of performance. Importantly, the activities associated with Points of Contact, such as preparing for an observation or review of artifacts, can raise a teacher's awareness to the particulars of his/her practice and in turn foster a habit of reflection and adjustment.

Procedure—As part of a teacher's Professional Growth Plan, both the teacher and the evaluator select points of contact from the Points of Contact Menu (Figure 8). Points of contact include both peers and evaluators. Points of contact allow for flexibility and choice in the sources of evidence collected; however, in a teacher's summative year, a scheduled observation cycle is required as a point of contact.

Quality Assurances—All points of contact must be:

> Person-to-person—Every point of contact for summative or formative use must include a conversation during which evidence collected and feedback on teacher practice and student growth is shared and discussed. Conversations may be formal and lengthy, or informal and concise. When appropriate, conversations may be conducted electronically.
> Documented—Every point of contact must be documented using a Points of Contact Documentation Form, if not otherwise captured in an online evaluation management system. The documentation may be as detailed or as concise as required to reasonably reflect evidence collected and feedback on teacher practice and student impact and to summarize the face-to-face conversation. Documentation is a shared responsibility between the teacher and the evaluator or peer; and
> Evidence based - Evidence and feedback collected should inform a teacher's ongoing implementation of his or her plan and be grounded in a teacher's individual growth plan and *Danielson's Framework for Teaching*. Documentation should be directly tied to the practice standards and/or student learning and growth.

Figure 8 summarizes the minimum points of contact a teacher must experience. These minimum standards have been set to make requirements achievable for summative evaluators and peer reviewers; teachers, summative evaluators and peer reviewers are strongly encouraged to consider additional points of contact, especially classroom observations.

Points of Contact include
A. Extended Classroom Observation (scheduled/unscheduled)
B. Series of Short Classroom Observations (scheduled/unscheduled)
C. Curriculum Review
D. Review of Student Learning Data
E. Professionalism Observation/Conference
F. Video Lesson Review
G. Student Engagement Analysis
H. Other

See full descriptions of each Point of Contact in Figure 8. (For Continuing Contract Teachers)
See Teacher Evaluation Timeline for further details.

Probationary teachers will have:
1 scheduled and 1 unscheduled observation, Domain 4 and Student Growth Measures review

Continuing Contract on-cycle (summative year) teachers will have: 1 unscheduled observation and 2 additional Points of Contact (PoC): 1 with a peer (non-evaluative) OR with an evaluator (evaluative) and 1 PoC selected by the evaluator, Domain 4 and Student Growth Measures review.

Teachers who are off-cycle will have: 1 PoC with a peer (non-evaluative), Professional Growth Plan and Student Growth Measures review.

Figure 8. Minimum Points of Contact Relative to Professional Growth Plan

NOTE: An evaluator may elect to document additional points of contact during any year of the cycle. A teacher may request additional points of contact beyond the annual minimum.

Professional Growth Plans & Points of Contact (PoC)

Three-Year Self-Directed Growth Plan (Summative Ratings of 3 and 4)

Plan Year	Teacher-Selected Points of Contact	Other Required Points of Contact	Evaluator - Selected Points of Contact	Total
Year 1	1 - w/peer			
Year 2	1 - w/peer		2 -Total	
Year 3/Summative	2 - one w/peer and one w/evaluator	1 - scheduled/extended observation		
Total Points of Contact	4	1	2	7

Two-Year Monitored Growth Plan (Summative rating of 2)

Plan Year	Teacher-Selected Points of Contact	Other Required Points of Contact	Evaluator - Selected Points of Contact	Total
Year 1	2 - one w/peer and one w/evaluator		3 -Total	
Year 2/Summative	2 - one w/peer and one w/evaluator	1 - scheduled/extended observation		
Total Points of Contact	4	1	3	8

60-Day to One-Year Professional Improvement Plan (Summative Rating of 1)

Plan Year	Teacher-Selected Points of Contact	Other Required Points of Contact	Evaluator - Selected Points of Contact	Total
Year 1	3 - at least one w/peer and one w/evaluator	2 - scheduled/extended observations by two different evaluators	2 -Total	
Total Points of Contact	3	2	2	7

Figure 8. Points of Contact Descriptions

Point of Contact Activity	Description	Supporting Document Resources Included in this Handbook
A. Extended Classroom Observation*	A classroom observation that: ➢ May be scheduled or unscheduled ➢ Covers a full lesson (minimum of 40-45 minutes) ➢ May span more than 1 period of instruction ➢ Results in evidence collection and feedback in numerous areas of teacher practice ➢ Includes a post-observation, two-way conversation, face-to-face or electronic	➢ Point of Contact Form ➢ If Scheduled: Pre-Observation Protocol & Pre-Observation Form ➢ Observation Notes ➢ Post-Observation Form
B. Series of Short Classroom Observations*	A series of 3-5 classroom or professional observations that: ➢ May be scheduled or unscheduled ➢ May not cover a full lesson (10-20 minutes) ➢ Result in evidence collection and feedback in 1-2 areas of teacher practice (often defined by the teacher's Professional Growth Plan) and their impacts on student learning and engagement ➢ Includes one post-observation face-to-face conversation and single documentation of the series of observations	➢ Point of Contact Form ➢ If Scheduled: Pre-Observation Protocol & Pre-Observation Form ➢ Observation Notes ➢ Post-Observation Form
C. Curriculum Review	A review of teacher's curriculum, unit plans and/or lesson plans and conversation about curriculum writing or revision, student outcomes and assessments, instructional materials, etc.	➢ Point of Contact Documentation Form ➢ Lesson Plan Template
D. Review of Student Learning Data	A review of student learning data results, student learning target results and conversations about the implications for practice	➢ Point of Contact Form ➢
E. Professionalism Observation/ Conference	An observation of and conversation about the teacher in professional contexts: ➢ Facilitation of a meeting ➢ Professional development activities ➢ Teacher leadership ➢ Peer Cohort meetings or work ➢ Other professional responsibilities defined by building or district ➢ Two-way post-observation conversation	➢ Point of Contact Form ➢ Evidence Submission Form (teacher will need to supply artifacts)
F. Video Lesson Review	A reflective conversation about a lesson video tape	➢ Point of Contact Form ➢ Post-Observation Form
G. Student Engagement Analysis	A conversation and planning session following: ➢ An observation by the teacher, evaluator or peer of students in the classroom for the purpose of tracking engagement or another aspect of student response ➢ An interview with students by the teacher, evaluator, or peer about the learning and/or classroom experience ➢ A review of data, generated through a survey or other mechanism for soliciting student feedback, by the teacher, evaluator or peer	➢ Survey questions provided by the District
H. Other	This option is for circumstances not described in the above options that the teacher or the evaluator wishes to explore and discuss. The contact activity must be grounded in the professional practice standards and/or student learning data.	➢ Point of Contact Form

*Observations of Practice Note:
A continuing contract educator who receives a a rating of 1 (Unsatisfactory) in any component of *Danielson's Framework for Teaching* during an observation of practice will automatically have another observation of practice within 10 school days by an alternate evaluator. (Probationary educators do not require a second observation.)

After the first observation of practice, the evaluator must schedule a post-observation conference within 5 school days.

A continuing contract educator who receives a rating of 1 (Unsatisfactory) in any component of *Danielson's Framework for Teaching* during two consecutive observations of practice will be assigned a Consulting Teacher (CT) within 15 days.

During the 15 day period:
➢ The lead evaluator/administrator meets with the educator and issues written feedback on both observations of practice
➢ The lead evaluator/administrator notifies the educator that s/he will be assigned a Consulting Teacher
➢ The administrator completes the Pre-Professional Improvement Plan Form and submits it to the Director of School Management;
➢ The Director of School Management signs and forwards the form to the Director of Human Resources, the Chief Academic Officer and the President of the Portland Education Association;
➢ The CAO coordinates assignment of Consulting Teacher and informs HR, the lead evaluator/administrator, Director of School Management, and President of the Portland Education Association;
➢ The lead evaluator/administrator meets with the educator
➢ The Consulting Teacher contacts and arranges a meeting with lead evaluator/administrator and the educator to a establish a plan and discuss process and timelines

During the four weeks following the assignment of the Consulting Teacher, the CT will:
➢ Observe the educator regularly
➢ Collect data
➢ Provide feedback to the educator

At the end of the four week cycle:
➢ The consulting teacher and/or lead evaluator returns for an observation of practice of the domains/components in question.
➢ The educator, the CT and the lead evaluator meet, reflect and update the plan, if needed

This process continues until:
1. The educator shows improvement as evidenced in an observation of practice with no ratings of 1 (Unsatisfactory); or
2. The educator has a summative conference and receives a summative rating

Information about summative ratings and individual growth plans can be found in Step 3 and Step 4.
Teacher Impact on Student Learning and Growth

Annually each teacher is responsible for at least one assessment that measure their students' growth. Assessments will be identified from the following list:

1. Large-scale, norm referenced standardized tests in content-specific area
   a. Must measures growth, not solely achievement
   b. Must have opportunity for pre- and post-test (fall-and-spring or spring-to-spring is acceptable)
2. Existing or developed common assessments

The extent to which students meet the growth targets results in an Impact on Student Growth rating for the teacher of Excellent, Proficient, Novice or Needs Improvement, Unsatisfactory. During the student growth/data conversation, the teacher and administrator or administrator team identifies which, if any, students would be excluded from assessment scoring because of extenuating circumstances. The administrator or administrator team has the discretion and responsibility for approving all exemptions. At the end of the teacher's evaluation cycle, the overall impact rating is combined with the teacher's ratings on Professional Practice to arrive at a final summative effectiveness rating.

Step 3: Reflection and Rating

Many of the ongoing activities related to evidence, feedback and growth in Step 2 of the evaluation and professional growth process occur to inform Step 3, Reflection and Rating. The reflection element of Step 3 occurs throughout a teacher's professional growth plan — concurrent with gathering of evidence and feedback—to inform changes to teaching practices, but much of the activity in this step occurs toward the end of the school year and/or the end of an evaluation cycle. During Step 3, a teacher gathers all of the evidence collected through a variety of measures and tools. If it is the teacher's summative evaluation year, the evaluator uses this evidence—in conjunction with observation information—to give the teacher's performance a summative effectiveness rating. Step 3 is intended to be a collaborative process.

Self-Evaluation and Submittal of Evidence

In the first part of Step 3 and toward the end of a professional growth plan, the teacher will self-review his/her teaching practice. The teacher's self-review should relate to each of the 4 domains and 22 components in *Danielson's Framework for Teaching*/PPS' TEVAL rubric and should include a brief explanation for each rating. The self-review should be informed by the teacher-collected evidence, progress toward goals, and feedback and observation evidence from the evaluator, resulting in a rating that represents the teacher's perspective on his or her performance in each domain.

Summative Evaluation Conference

Prior to a scheduled conference, the evaluator collects evidence, which may include the teacher's self-reflection and other submittals, evaluator observations and other data to determine preliminary ratings on measures of Professional Practice. The evaluator compares the evidence to the performance descriptors in the PPS TEVAL rubrics and determines the rating that best fits the majority of evidence. The evaluator also develops recommendations for professional development related to areas of practice that indicate the greatest opportunity for improvement.

During the summative evaluation conference, the teacher shares his or her self-reflection and any ongoing learning and/or practices related to professional growth goals and student growth targets and highlights the key evidence that was submitted. The teacher and evaluator will review the evaluators's ratings on Professional Practice, focusing on specific feedback and recommendations.

Performance Ratings

Within 10 school days following the summative evaluation conference, the evaluator assigns the teacher a final rating for Professional Practice and reviews the Student Learning and Growth data for the evaluation cycle submitted by the teacher. In the last phase of the performance rating, the evaluator combines the two ratings and uses the Summative Effectiveness Rating Matrix to determine the teacher's Summative Effectiveness Rating. See **Arriving at a Summative Rating** below for full details.

Figure 9. End of Year Activities

End-of-Year Activities

| Summative Evaluation Year	Formative Year(s)
All Professional Growth Plans ➤ Collection and review of all evaluative evidence obtained in the period between the prior rating and the current rating ➤ Self-review/ratings and evidence on professional practice and professional growth ➤ Review and submittal of student growth data and ➤ Summative Evaluation Conference ➤ Summative Effectiveness Rating	**Monitored Growth Plan (Year 1 of 2)** ➤ Gather and document self-reflection, evidence of improvement on target areas (to inform conversations and goal setting in the second year) and points of contact documentation ➤ Review and submittal of student growth data and **Self-Directed Growth Plan (Years 1 and 2)** ➤ Gather and document self-reflection and points of contact documentation ➤ Review and submittal of student growth data

Arriving at a Summative Effectiveness Rating

A summative score for educator practice will not be determined until the end of a full evaluation and professional growth cycle, when all evidence has been collected and assessed. Evidence used for scoring may include: documentation from observation cycles, additional evidence collections, and any additional evidence the educator has presented.

After all of the evidence has been examined and discussed by the evaluator and teacher, the evaluator uses the rubrics and matrices described below to combine ratings for professional practice and the teacher's impact on student learning and growth to arrive at a final summative effectiveness rating. Figure 10 provides an overview of the process of combining the two performance ratings. The overview is followed by descriptions of each step in the process.

Figure 10. Combining Multiple Measures

Rating on Professional Practice ➕ Student Growth (at least one per year) ➡ Summative Effectiveness Rating
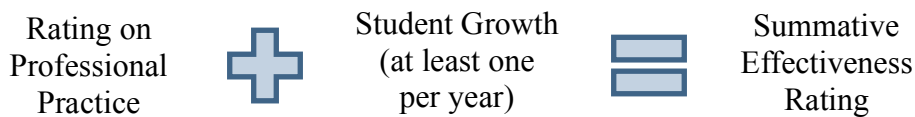
Process of Combining Ratings

1   **Gather and assess evidence, and rate each component within each domain**

There are 22 rubrics, one for each component in the four domains of Danielson's Framework for Teaching, used to evaluate professional practice. At the end of the evaluation and professional growth cycle the evaluator will assess all the evidence available, using as many data points as possible for a given educator, to determine a final rating for each component.

2   **Use component ratings to establish domain ratings**

The evaluator uses the Domain Rating Rubric shown in Figure 11 to combine component ratings into each of the four domain ratings.

Figure 11. Summative Domain Rating Rubric

Determining Domain Ratings			
Excellent	**Proficient**	**Novice/Needs Improvement**	**Unsatisfactory**
At least half of the components in a domain are rated Excellent	No more than two components in a domain are rated as Novice/Needs Improvement	Three or more components in a domain are rated as Novice/Needs Improvement	A preponderance of evidence will be used when determining a domain rating if one component is rated 1 (one).
AND	AND	AND	
The remaining components are rated no lower than Proficient	The remaining components are rated Proficient or Excellent	The remaining components are rated Proficient or Excellent	

3   Use domain ratings to determine an overall rating of Professional Practice

> The evaluator uses the Professional Practice Rating Rubric shown in Figure 12 to determine the overall professional practice rating.

Summative Professional Practice Rating

Prior to the end of year conference, the evaluator uses all evidence collected, which will include: documentation from full observation cycles, additional collections of evidence, conferencing, and any additional evidence the educator has presented or the evaluator deems appropriate. The evaluator gathers as much evidence as possible before making any conclusions.

The evaluator will follow the process below to complete the scoring table:

1) **Gather and assess evidence for each component.** At the end of the evaluation and professional growth cycle, the assigned evaluator will assess all the evidence available for a given educator to determine component ratings in each of the 22 components using *Danielson's Framework for Teaching.* The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the year.

Figure 12. Overall Summative Professional Practice Rating Rubric

Determining Final Professional Practice Rating			
Excellent	**Proficient**	**Novice/Needs Improvement**	**Unsatisfactory**
At least two domains are rated Excellent	No more than two domains are rated as Novice/Needs Improvement	Three or more domains are rated as Novice/Needs Improvement	One domain (or more) is rated as Unsatisfactory
AND	AND	AND	
The remaining domains are rated no lower than Proficient	The remaining domains are rated Proficient or Excellent	The remaining domains are rated Proficient or Excellent	

(4) **Determine the teacher's impact on student learning and growth using the scale below.**

Impact on Student Learning and Growth Rating Scale

Figure 13. Impact on Student Learning and Growth Scale

Percentage Ranges of Students Who Met Their Growth Targets	
80–100%	Excellent
55–79%	Proficient
36–54%	Novice or Needs Improvement
0–35%	Unsatisfactory
	Impact on Student Learning and Growth Rating

(5) **Determine the summative effectiveness rating using the matrix.**

Summative Effectiveness Rating
Figure 14. Summative Effectiveness Rating Rubric

PPS TEVAL Summative Performance Rating Matrix					
		Professional Practice			
		Unsatisfactory (1)	**Novice/Needs Improvement (2)**	**Proficient** (3)	**Excellent (4)**
Student Learning and Growth	**80-100%** met target	Review Required	Proficient	Proficient	Excellent
	55-79% met target	Review Required	Novice/Needs Improvement	Proficient	Proficient
	36-54% met target	Unsatisfactory	Novice/Needs Improvement	Novice/Needs Improvement	Novice/Needs Improvement
	0-35% met target	Unsatisfactory	Unsatisfactory	Review Required	Review Required

"Review Required" Process

In most cases the component ratings generate a clear summative rating. When a significant disparity exists between the professional practice and the impact on student learning and growth rating an evaluator does not assign a summative rating until a review is conducted and the disparity resolved. The review includes, but is not limited to, an investigation and consideration of all evidence related to:

> ➢ The accuracy of the scoring process;
> ➢ The accuracy of the evaluator's judgments;
> ➢ The appropriateness of the assessments used to measure student growth;
> ➢ The students included in the calculation of the student growth measure; and
> ➢ The appropriateness of the student growth target.

If the reason for the disparity is not readily apparent and easily resolved, the teacher continues on the current growth plan and a second evaluator is brought in to confer and calibrate with the original evaluator.

Performance Levels

The four performance levels describe performance for an educator's component, domain, and summative ratings. The levels describe a spectrum of practice ranging from educators still working to master the basic concepts of teaching to highly distinguished professionals who serve as leaders. The following represent definitions of educator practice at each of the four levels:

Excellent (4): Educators who make a contribution in the field, both inside and outside their schools. Their classrooms function as communities of learners with students highly engaged and accepting responsibility for their own learning. PPS expects educators to regularly visit this rating, but very few educators are expected to live here.

Proficient (3): Educators who clearly understand the concepts underlying each component of the FfT and who implement them well. They are professional educators who have mastered the art and craft of teaching while working to improve their practice. PPS expects all educators to live at this rating level, once an educator is beyond their induction years (i.e., new to profession, years 1-5).

Novice/Needs Improvement (2): Educators who appear to understand the concepts underlying each component but may implement them inconsistently. These may be educators early in their careers, for whom improvement is likely to occur with more experience (i.e., "Novice") or more experienced educators whose implementation is rough or sporadic (i.e., "Needs Improvement").

Unsatisfactory (1): An educator who does not yet appear to understand the concepts underlying the Framework for Teaching components. This performance represents teaching that is below the licensing standard of "do no harm." Intervention is required for educators at this rating level.

Professional Growth/Improvement Plans

Excellent ……………   Self-directed, three-year Growth Plan
Proficient……………………   Self-directed, three-year Growth Plan
Novice/Needs Improvement………. Monitored, two-year Growth Plan
Unsatisfactory…………………..Directed, up to one-year Improvement Plan

Professional Growth and Improvement Plans

Requirement for Professional Growth or Improvement Plans				
Excellent (4)	Proficient (3)	Novice/Needs Improvement (2)	Unsatisfactory (1)	Description of Requirements for Professional Growth or Improvement Plan
✔	✔			Growth Plan: Self Directed by Educator
		✔		Growth Plan: Collaborative - Educator and Evaluator
			✔	Improvement Plan: Directed by Evaluator/Evaluation Team
✔	✔	✔	✔	Professional Conversations
✔	✔	✔	✔	Mid-Evaluation Period Progress Check
✔	✔	✔	✔	End-of-Evaluation Period Summative Evaluation

Step 4: Professional Growth/Improvement Plans

The PPS TEVAL System provides regular and meaningful feedback to help novice and veteran educators improve their practice. As educators and trained evaluators work together during the formative assessment process, scheduled conferences take place several times during the year to provide opportunities for professional conversations, constructive feedback tailored to individual needs and direction about performance. In the final step of PPS' TEVAL system, the evaluator and teacher use evaluation information to assign each teacher an appropriate professional growth plan. Discussions should also include creating individualized Professional Growth Plans (PGPs) including setting goals within the plan, measuring progress towards goals, and the supports needed to achieve the goals.
The growth plan is determined based on the Summative Effectiveness Rating and includes opportunities for professional development. The professional development opportunities included in any growth plan are designed to support the teacher in becoming effective and/or in attaining professional goals. All teachers, regardless of plan, participate in a peer community that provides opportunities for collaboration, focused dialog and observation and feedback. The PPS TEVAL System provides three differentiated plans. These plans include:

1) Self-Directed Professional Growth Plan - Excellent (4) and Proficient (3)

2) Monitored Professional Growth Plan - Novice/Needs Improvement (2)

3) Directed Performance Improvement Plan – Unsatisfactory (1)

The plans vary in both duration and the level of administrative oversight.

Professional Growth Plans help educators focus on areas of professional development that will enable them to improve their practice. Educators are accountable for the implementation and completion of the plan and may use the plan as a starting point for the school year. The professional growth plan and process includes feedback from the evaluator as well as the educator's self-assessment, and the support needed to further the educator's continuous growth and development. Professional development should be individualized to the needs of the educator and students, based on available data, and specifically relate to the educator's areas for growth as identified in the educator's evaluation.

The plan:

- Provides structure and accountability;
- Exhibits
  - Clarity - what the educator intends to do
  - Rigor - how time and energy are focused to accomplish outcomes
  - Substance - expected outcomes that support student learning
- Requires that a support team be identified;
- Provides for review of student results as part of the planning process;
- Provides for the integration of the results from the educator's formal evaluations;
- Can be a long-range plan and may be adjusted annually; and
- Requires a minimum of one peer visit with reflection in each of the off-cycle years.

Activities for Professional Development

Activities that improve teaching and learning are critical components of a professional learning community. These activities can include team teaching and team planning, new curriculum development, development of instructional materials, review of professional literature, audio/video- tape analysis, study groups, networking groups, delivery of workshops or courses, participation on a task force or committee, participation in an educator exchange program, professional visits (to visit another educator or program), action research, or training (school-based workshop, out- of-school workshop, or conference). A particularly valuable professional development strategy is **peer visits with reflection**. Educators are encouraged to engage in this activity throughout the professional development cycle. Peer visits with reflection are a required strategy in the two off-cycle professional development years. Peer visits with reflection are not evaluative, and are not part of the evaluation process.

A peer visit with reflection is a process that involves inviting a peer to observe a specific aspect of teaching, so, together, the colleagues may reflect on the teaching and learning taking place. The educator may ask a teaching peer, or an educator in another position to do the observing. The educator chooses a focus that will help him or her meet a particular learning goal, rather than asking a colleague to observe and give general feedback.

Peer visits also might become a mutual process in which the educator is not only observed, but also has an opportunity to observe their visitor or another educator in a similarly planned way. Following the peer visit, participants engage in a reflective conversation, in which the educator, not the observer, does the majority of the talking. These conversations promote authentic professional examination of teaching practices among colleagues in an atmosphere of mutual support, trust, and a belief in the necessity of constant learning and improvement.

Self-Directed Professional Growth Plan

A Summative Rating of Excellent (4) or Proficient (3) result in an evaluation cycle that is 3 years in length.

The teacher develops goals ranging from two to three years in length and a timeline to achieve the goals. Each teacher on a self-directed professional growth plan participates in a Professional Cohort.

A Self-directed Professional Growth Plan includes:

> The TEVAL Professional Cohort Factilitator are teacher roles in the PPS TEVAL system. They are trained by the District to be experts in the TEVAL system and in facilitating cohorts for system-wide training and peer review.

- ➢ The minimum Points of Contact as provided for in Figure 7 (p. 21).
- ➢ Areas for future professional growth and teacher-developed goal(s) with completion timelines of up to three years;
- ➢ Specific resources and opportunities to assist the educator in enhancing skills, knowledge and practice;
- ➢ Data on at least one student growth measures per year; and
- ➢ Mid-cycle (winter of year two) self-reflection on progress toward goals.

The PGP reflects the path of activity that educators choose to undertake. The focus of the PGP is to support professional development activities that are of value to educators and that are planned to improve student and school results. The activities that are listed as options are designed to support collaboration among and learning between educators. The evaluator will review the plan at the mid-period progress check.

A teacher on a Self-directed Professional Growth Plan who subsequently receives a summative effectiveness rating of Proficient or Excellent will continue on a Self-Directed Growth Plan. A teacher on the Self-Directed Professional Growth Plan who receives a summative effectiveness rating of Novice/Needs Improvement or Unsatisfactory will move to a Monitored Professional Growth Plan or a Directed Performance Improvement Plan, respectively, for the following year.

Monitored Professional Growth Plan

A Summative Rating of Novice/Needs Improvement (2) results in an evaluation cycle that is 2 years in length.

A teacher whose Summative Effectiveness Rating is Novice/Needs Improvement is placed on a Monitored Professional Growth Plan, which is two years in length. The teacher and an evaluator identify the practice indicators in need of improvement, develop goals that target these areas, and develop an accompanying action plan to achieve a summative rating of Proficient. In collaboration with the evaluator or administrator, each teacher on a Monitored Professional Growth Plan participates in Professional Cohort.

A Monitored Growth Plan must include:

- ➢ The minimum Points of Contact as provided for in Figure 7;
- ➢ Goal(s) developed with support of a Professional Cohort or an administrator; aligned to the Danielson Framework for Teaching in need of improvement; and including completion timelines of up to two years;

- ➢ Specific professional development or activities to accomplish the goals;
- ➢ Procedures and evidence that must be collected to determine that the goals of the plan were met;
- ➢ Resources necessary to implement the Plan;
- ➢ At least one student growth measures per year;
- ➢ Mid-cycle self-reflection on progress toward goals and review of student growth data with their evaluator; and
- ➢ Procedures for determining satisfactory improvement.

A continuing contract teacher on a Monitored Professional Growth Plan who subsequently receives a summative effectiveness rating of Proficient (3) or Excellent (4) is considered to have successfully completed the Monitored Professional Growth Plan and will move to the Self-Directed Professional Growth Plan.

A continuing contract educator who receives a summative rating of a Novice/Needs Improvement (2) for two consecutive cycles will be moved to a Performance Improvement Plan (PIP) in the following evaluation cycle and will follow the PIP steps outlined below. Educators who are on a PIP in the new evaluation cycle following two consecutive summative ratings of 2, shall have a reassessment of their performance and a summative conference by April 1.

If the educator's performance remains at a level below effective (i.e., summative rating score of Novice/Needs Improvement (2) or Unsatisfactory (1)), the Superintendent may recommend dismissal to the Board of Education.

Performance Improvement Plan
A Summative Rating of Unsatisfactory (1) results in an evaluation cycle that is up to 1 year in length.

A teacher whose summative effectiveness rating is Unsatisfactory will be placed on a Performance Improvement Plan (PIP). Placement on an improvement plan is notice to a teacher that immediate improvement is expected. This plan involves targeted supports and a shorter timeline for improvement,. PIPs are developed by the educator's evaluation team (i.e., one or more supervisors or administrators and Consulting Teacher(s) (CT)) with input from the educator, in response to a summative rating of 1 – Unsatisfactory.

A Performance Improvement Plan identifies the standards in need of improvement, the goals that target these areas, an accompanying action plan and supports needed to help the educator improve, and a timeline to achieve an overall summative rating of Proficient. The teacher on a Performance Improvement Plan will be provided with a Consulting Teacher (CT) to support the teacher. During the PIP, the teacher is observed by at least two different evaluators who will collaborate on the determination of the final summative effectiveness rating.

The lead evaluator notifies the educator that they will be moved to a PIP, no later than June 1.

The PIP is developed by the evaluation team (i.e., one or more supervisors or administrators and Consulting Teacher(s)) with input from the educator.

A Performance Improvement Plan must be in writing and include:

- ➢ The minimum Points of Contact as provided in Figure 7;
- ➢ Evaluator and teacher developed measurable goals aligned to the specific *Danieslon Framework for Teaching* components and student growth measures in need of immediate improvement, including completion timelines of up to one year
- ➢ Professional development or activities to accomplish the goals;
- ➢ Resources necessary to implement the Plan;
- ➢ A plan for participation in a teacher-selected and administrator- approved professional community (school or district) to support attainment of identified goals and achievement of a rating of Novice/Needs Improvement or Proficient;
- ➢ Two student growth measures per year submitted to the appropriate administrator
- ➢ Procedures and evidence that must be collected to determine that the goals were met and satisfactory improvement was made;
- ➢ A summative evaluation that involves at least two evaluators in the process.

1. The Plan is signed and in effect no later than June 15;
2. A CT is assigned by June 15 and will meet with the educator to review the PIP before the end of the school year;
3. Support Process:
   a. When school resumes in the fall, the CT observes the educator for two to three weeks, collecting data and providing feedback;
   b. By September 30:
      i. An evaluator/administrator returns for an observation;
      ii. The CT, the educator and an evaluator meet and reflect on what is working and what needs continued focus for the next 4 weeks;
   c. The support process continues throughout the year, until the summative conference is completed.

Educators who receive a summative rating of Unsatisfactory (1) in year 1 and reamin on a PIP the following year shall have a reassessment of their performance and a summative conference by April 1.

While on a PIP, the following observations of practice will occur:

- ➢ A minimum of one unscheduled observation per month;
- ➢ One scheduled observation of practice by November 15;
- ➢ One additional scheduled observation prior to February break;
- ➢ Observations of practice include feedback from an evaluator;
- ➢ Observations of practice must show improvement and growth.

An educator on a Performance Improvement Plan who subsequently receives a summative rating of Proficient (3) or Excellent (4) will be considered to have completed the PIP and will be placed on the Self-directed Professional Growth Plan.

If the educator's performance is rated as Novice/Needs Improvement (2), the teacher will be placed on a Monitored Professional Growth Plan.

If the educator receives a second rating of Unsatisfactory (1) at the end of the PIP year, the superintendent may consider the consecutive ratings just cause for non-renewal/dismissal. If renewed, s/he will be placed back on a Performance Improvement Plan.

Changes to Self-Directed and Monitored Plans
Evaluators may adjust the professional growth plan expectations for a teacher on a Self-Directed or Monitored plan if there is concern that the teacher is not meeting the expectations required of a particular plan.

Probationary Educators: Year 1, 2 or 3

Probationary educators are not required to work on Professional Growth Plans; goal-setting, growth plans and support are included as part of Portland Public Schools' induction program.

Portland Public Schools' induction program provides mentors for a period of two years to probationary educators who are new-to-the-profession or new-to-the-position. Educators who are in probationary year 3 or who are not new-to-the-profession, are not assigned a Portland Public Schools mentor.

Any probationary educator, whether mentored or not, who receives a rating of 1 (Unsatisfactory) in any component of *Danielson's Framework for Teaching* during an observation of practice will have a post-observation conference within 5 school days.

Within 10 days of the observation:

  ➢ The administrator notifies the Director of School Management;
  ➢ The Director of School Management notifies the Chief Academic Officer and cc's HR the President of the Portland Education Association;
  ➢ The Chief Academic Officer coordinates support with Induction/Mentor Coordinator and notifies the lead evaluator/administrator, Director of School Management, HR and President of the Portland Education Association;

If the educator has a district-assigned mentor, the Induction/Mentor Coordinator will contact the mentor and assess whether additional support is needed.

If the educator does not have a district-assigned mentor, the Induction/Mentor Coordinator will contact the educator directly to discuss what support and assistance is needed.

After approximately 4 weeks, the probationary educator requests an additional observation of practice.

Any probationary educator in their induction years (i.e., new to the profession, years 1-5), who receives a summative rating of 2 (Novice/Needs Improvement) in year 1 or 2, if nominated for another probationary contract, will continue to receive support from the District.

Any probationary educator who is beyond their induction years (i.e., coming to Portland from out of district and has been teaching more than 5 years) and receives a summative rating of 2 may not be eligible for nomination for a new probationary contract.

Any probationary educator receiving a summative rating of 1 (Unsatisfactory) will not be nominated for a new probationary contract.

Definitions

CT: Consulting Teacher - – an expert teacher who supports, coaches and assesses educators who receive "unsatisfactory" performance ratings.

Induction Years - An educator who has been teaching for 1-5 years is considered to be a new-to-the-profession teacher who is in their induction years.

Observations of Practice - Observations of practice can occur both inside and outside of the classroom. Observations of Practice generate a complete body of evidence that can reflect a teacher's practice and inform evaluative and formative feedback.

Peer Visits – Classroom observations conducted by peers. All evidence gathered is shared only between the educator and their peer visitor, and is considered non-evaluative. All educators are expected to participate in the peer visit process. Continuing Contract Educators who are in off-cycle years are required to have at least one peer visit during each school year, following the PPS TEVAL pre-observation and post-observation protocols, if appropriate. Once a peer visit is conducted, a signed Peer Observation Summary Form is completed and included in an educator's evaluation file as evidence that it occurred.

Probationary Educators - Any educator who has less than 3 years of service in the District.

Unscheduled Classroom Observation - Unscheduled observations are typically short 15-20 minute classroom visits, although they may last for an entire class period. Evaluators visit classrooms unannounced and gather evidence. After an unscheduled observation, the educator completes a post-observation reflection, and the evaluator shares feedback based on the evidence in a fact-to-face conversation no longer than X days after the observation. Written feedback is officially documented.

Volunteer - the word volunteer appears within the Professional Responsibilities domain (4d).
To volunteer means that one freely offers to do something within or outside of the student day. As examples, this might include, but is not limited to, any of the following:
- providing coverage for another class or teacher,
- completing tasks during non-teaching time:
    - chaperones a dance
    - represents his/her team for District initiatives
    - hosts visiting artists
    - provides support to an initiative
    - participate in after school activities
    - organizes a field trip