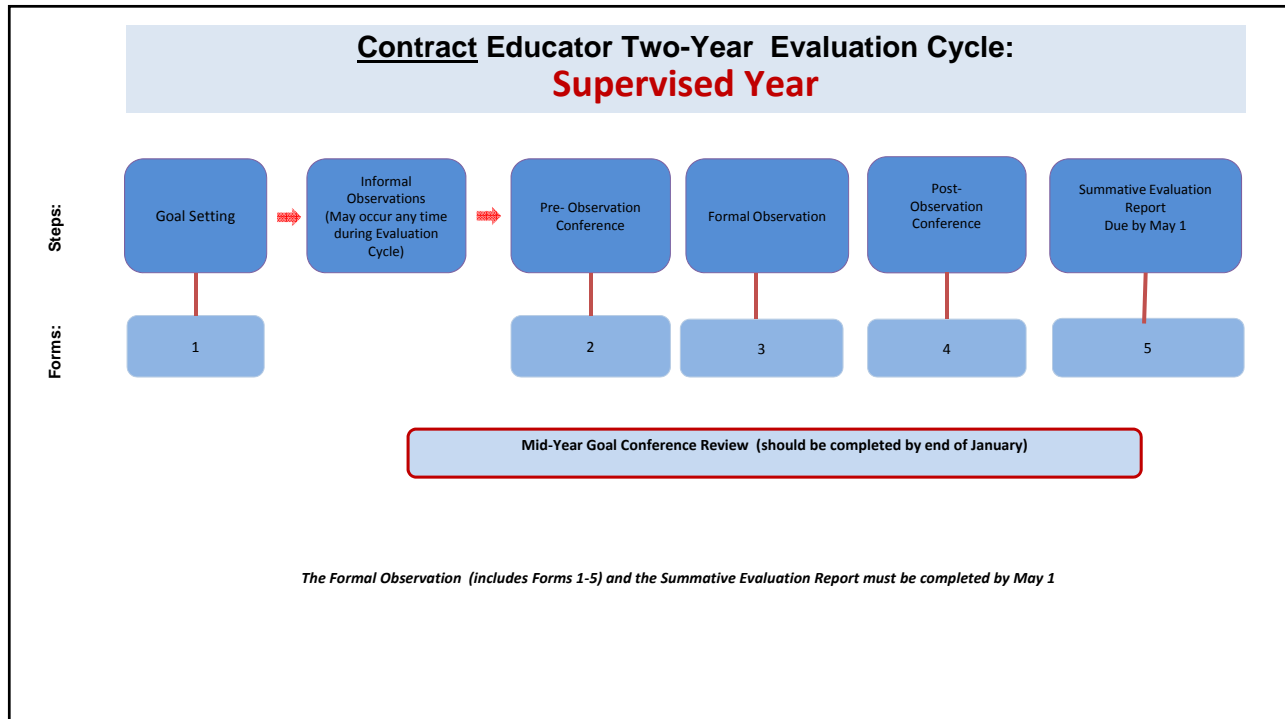


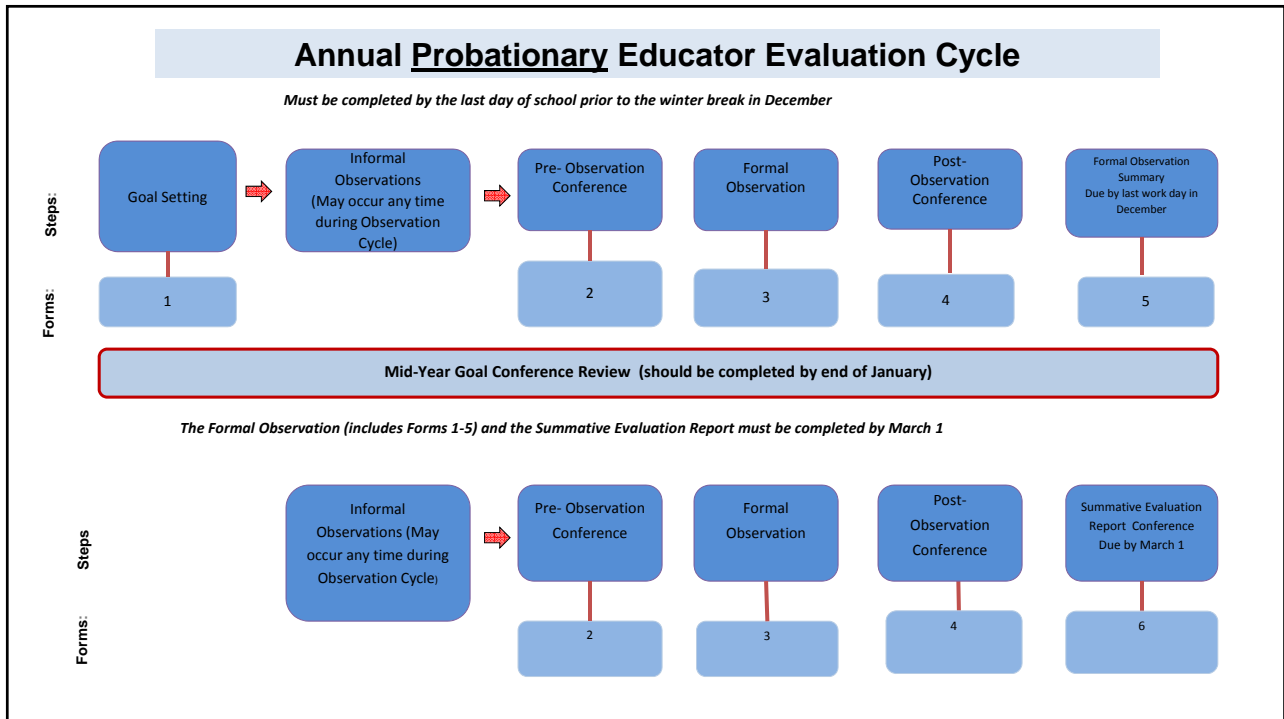
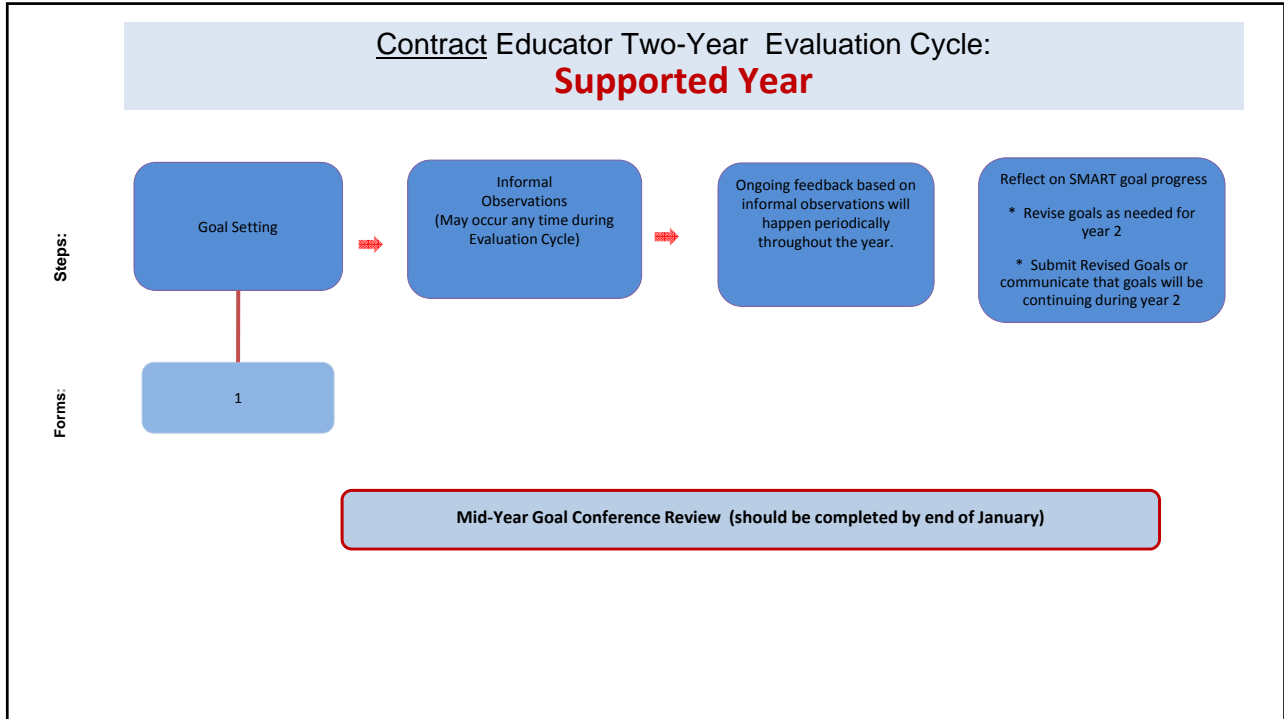


# Portland Public Schools Licensed Educator Evaluation Process

Focusing on the beginning of the new school year

Created by Portland Public Schools Licensed Educator Evaluation Committee, August 2014





## GOAL SETTING

### Each Educator shall develop two (2) student growth goals (“SLG”):

- All educators are required to set goals annually.
- Goals start with the Educator. The Educator chooses the content, standards and measures (within defined categories of measures). The administrator may not dictate a specific goal. Goals must be approved by the administrator.
- SLG should be written as a “growth” goal, to measure student learning between two or more points in time. It will address specific knowledge and skills aligned to subject, grade level and district/state standards and be measurable and challenging, yet attainable
- Educators will use the Goal Setting Form to document the goals set. The same form will be used throughout the year to reflect the mid-year and year-end goals reviews.

## GOAL SETTING – Cont’d

- Educators will specify the evidence that they will use to document progress on each goal. The educator will collect evidence throughout the year to show progress towards reaching the goals.
- Educators may collaborate with each other to establish SLGs for their grade levels, departments, or curriculum teams.
- An educator may have a goal that continues beyond a year in the same subject/grade level standard.
- The use of specific strategies to help students attain their growth goal could be similar from year to year (e.g., use of flexible grouping).
- **Educators in tested (state required test) subjects and grades will use the most recent official state assessment as a baseline for one measure. (Category 1)**

## STUDENT GROWTH GOALS

**Teacher in tested subject or grade level:** must use at least one measure from Category 1 + one from Category 2  
**Teacher in non-tested subject or grade level:** must use at least two measures, may be from any Category

Category	Types of Measures	Examples include, but not limited to:
<b>1</b>	<b>State or National Standardized Tests</b>	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), Extended Assessments
<b>2</b>	Common National, International, Regional, District-Developed Measures  - or -	ACT, ELPA, DRA, DIBELS, easyCBM, MAP, AP, IB, 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;
	<b>School-wide Measures –</b> Everyone in the same grade /content area must use the measure within the school, but not everyone must use the measure as a Student Growth Goal	Student performances, portfolios, projects, work samples, tests, curriculum-based assessments

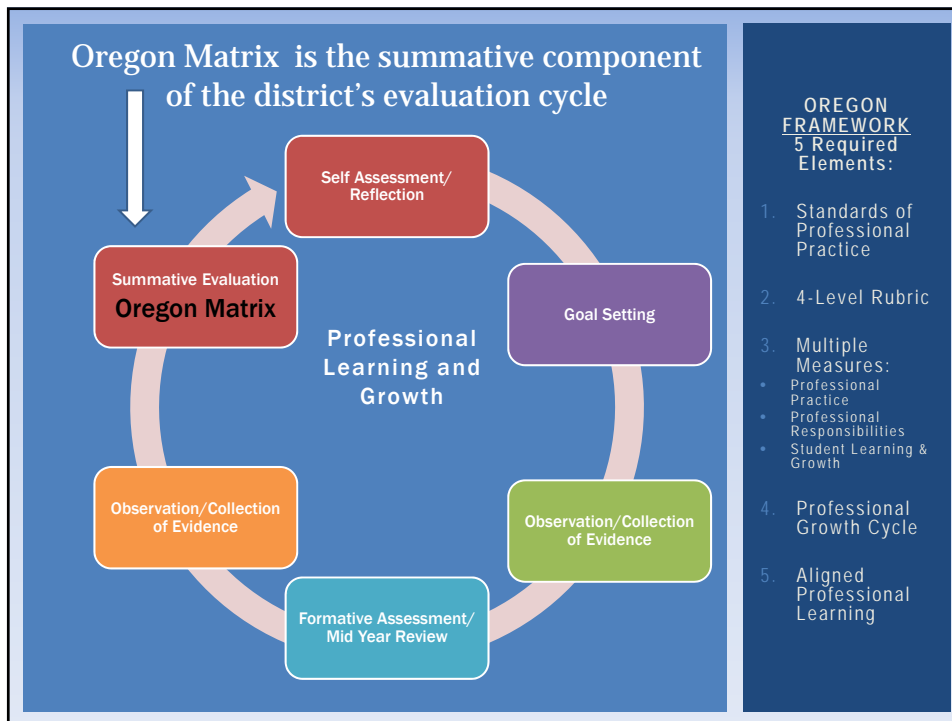
The administrator evaluation process will be presented to the Board in a work session in November.

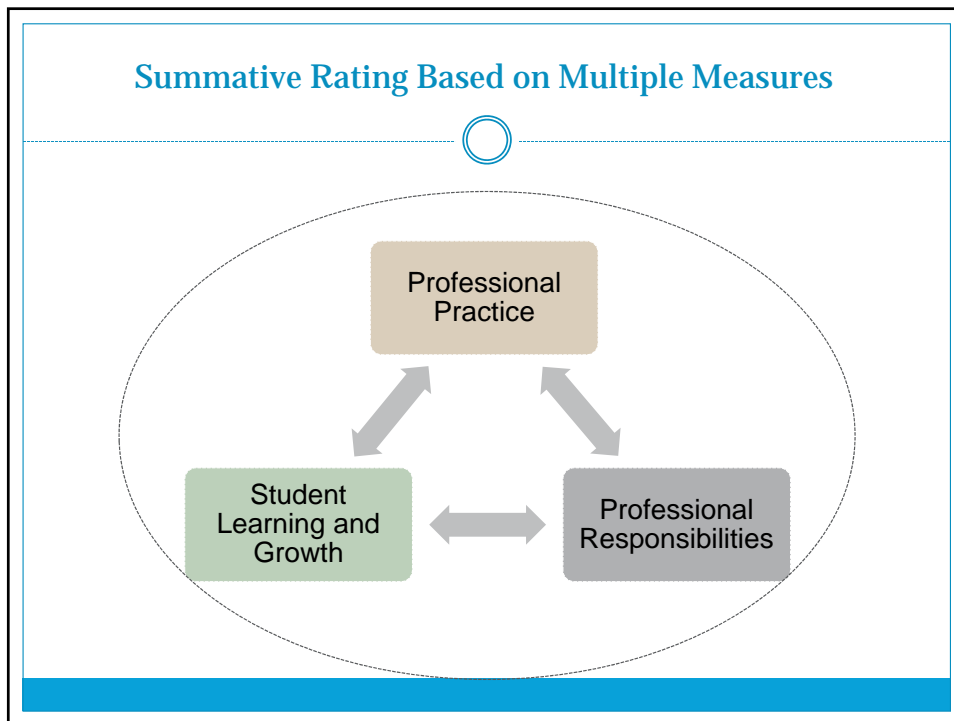
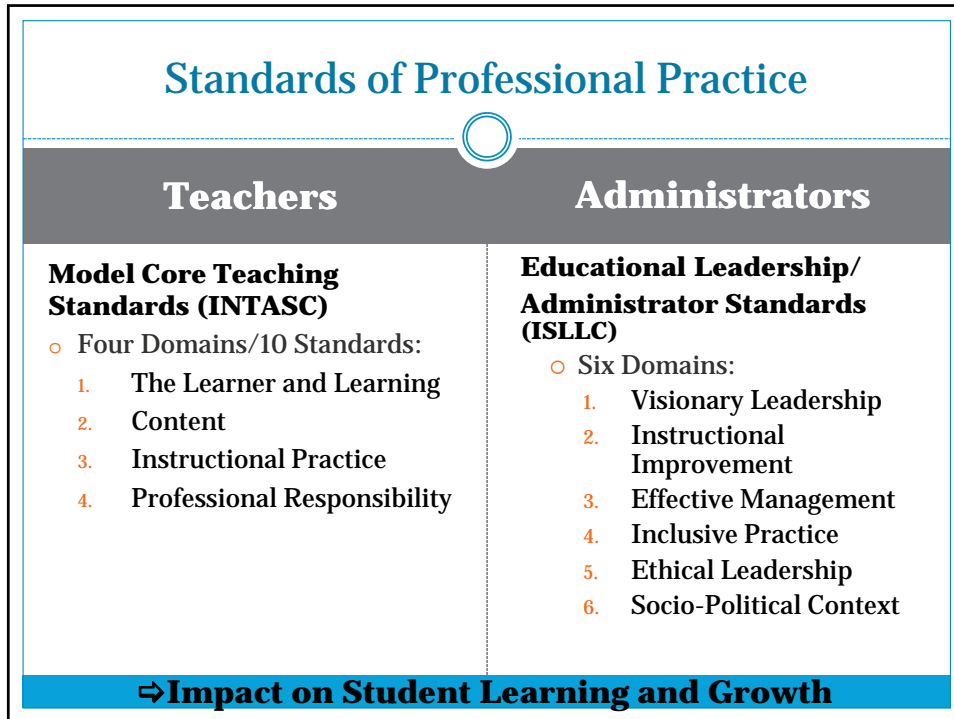
# Oregon's Matrix Model for Summative Evaluations

August 2014

**The Oregon Matrix Model was submitted to USED on May 1, 2014 and is pending approval\* as of 8/8/14**

*\*Please note content may change*





Oregon Matrix Model for Summative Evaluations Overview  
August 2014

Matrix Combines Multiple Measures: PP/PR & SLG

Professional Practice – PP

Professional Responsibilities - PR

<b>Y-Axis: PP / PR</b>	<b>4</b>				
	<b>3</b>				
	<b>2</b>				
	<b>1</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b>X-Axis: SLG</b>				

Student Learning and Growth - SLG

Summative Evaluation  
Professional Growth Plan & Performance Level

<b>Y-Axis: PP / PR</b>	LEVEL 4	Collegial <i>*SLG Inquiry</i> 3	Facilitative or Collegial <i>* SLG Inquiry</i> 3 or 4	Facilitative 4	Facilitative 4
	LEVEL 3	Collegial or Consulting <i>*SLG Inquiry</i> 2 or 3	Collegial 3	Collegial 3	Collegial 3
	LEVEL 2	Consulting 2	Consulting 2	Consulting 2	Collegial or Consulting <i>* PP/PR Inquiry</i> 2 or 3
	LEVEL 1	Directed 1	Directed 1	Consulting or Directed <i>* PP/PR Inquiry</i> 1 or 2	Consulting <i>* PP/PR Inquiry</i> 2
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<i>*Inquiry Process</i>	<b>X-Axis: SLG</b>				

## The Y-Axis: Rating on Professional Practice & Professional Responsibilities (PP/PR)

Using Danielson's framework as an **example**, the Y-axis combines the ratings from all the components in the rubric under the four domains: Planning Preparation, Classroom Environment, Instruction, and Professional Responsibilities (22 components)

The Danielson Framework for Teaching

I. Planning and Preparation	II. Classroom Environment	III. Instruction	IV. Professional Responsibilities
1a. Knowledge of Content and Pedagogy	2a. Creating an Environment of Respect and Rapport	3a. Communicating with Students	4a. Reflecting on Teaching
1b. Demonstrating Knowledge of Students	2b. Establish a Culture for Learning	3b. Questioning and Discussion Techniques	4b. Maintaining Accurate Records
1c. Setting Instructional Outcomes	2c. Managing Classroom Procedures	3c. Engaging Students in Learning	4c. Communicating with Families
1d. Demonstrating Knowledge of Resources	2d. Managing Student Behavior	3d. Using Assessment in Instruction	4d. Participating in a Professional Community
1e. Designing Coherent Instruction	2e. Organizing Physical Space	3e. Demonstrating Flexibility and Responsiveness	4e. Growing and Developing Professionally
1f. Designing Student Assessments			4f. Showing Professionalism

## Calculating PP/PR Performance Level (Y-Axis)

- Add up all component scores for total points possible;
- Divide by number of components (based on rubric);
- Get a rating between 1 and 4;
- Use the following thresholds to determine PP/PR level:
  - $3.6 - 4.0 = 4$
  - $2.81 - 3.59 = 3$
  - $1.99 - 2.8 = 2^*$
  - $< 1.99 = 1$

**\*PP/PR Scoring Rule:** If the educator scores two 1's in any PP/PR component and his/her average score falls between 1.99-2.499, the educator's performance level cannot be rated above a 1.



## PP/PR Examples of from 3 Different Rubrics

Danielson	Marshall	LEGENDS
<ul style="list-style-type: none"> <li>• 22 components</li> <li>• Max 4 on each component; 22 x 4 = max score of 88</li> <li>• Your score / 22 = average PP/PR rating</li> </ul>	<ul style="list-style-type: none"> <li>• 60 components</li> <li>• Max 4 on each component; 60 x 4 = max score of 240</li> <li>• Your score / 60 = average PP/PR rating</li> </ul>	<ul style="list-style-type: none"> <li>• 32 components</li> <li>• Max 4 on each component; 32 x 4 = max score of 128</li> <li>• Your score / 32 = average PP/PR rating</li> </ul>

## The X-Axis: Rating on SLG Goals

- The X-Axis is the combined rating of the educator's two annual SLG goals
- Educators on a two-year cycle will select two of the four goals to use in the summative evaluation
  - Teachers in tested grades and subjects (Math & ELA/grades 3-8 & 11) and principals must include a state assessment goal in the SLG rating
- Districts must use the SLG Quality Review Checklist for approving goals and the SLG Scoring Rubric for scoring goals

### SLG Quality Review Checklist

Before SLG goals are used in teacher and administrator evaluations, this checklist should be used in order to approve them. For an SLG goal to be approved, all criteria must be met.

Baseline Data	Yes	No
Is baseline data used to make data-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?		
Student Learning and Growth Goals		
Is the SLG goal written as a "growth" goals vs. "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address relevant and specific knowledge and skills aligned to the course curriculum based on state or national content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

## The X-Axis: Rating on SLG Goals

### SLG Scoring Rubric

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and supervisor/evaluator. This rubric applies to both teacher and administrator evaluations.

<b>Level 4</b> <i>(Highest)</i>	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
<b>Level 3</b>	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
<b>Level 2</b>	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
<b>Level 1</b> <i>(Lowest)</i>	This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

## Calculating SLG Performance Level: X-Axis

- The SLG performance level is based on two SLG goals; educators on a two-year cycle will select two of their four goals
- Score SLG goals using the SLG Scoring Rubric;
- Get a rating between 1 and 4;
- Use the thresholds below to determine SLG level:

Level 4	Level 3	Level 2	Level 1
You must score: • 4 on both goals	You could score: • 3 on both goals, or • 3 on one goal & 4 on one goal, or • 4 on one goal & 2 on one goal	You could score: • 2 on both goals, or • 2 on one goal & 3 on one goal, or • 3 on one goal & 1 on one goal, or • 4 on one goal & 1 on one goal	You could score: • 1 on both goals, or • 1 on one goal & 2 on one goal

Oregon Matrix Model for Summative Evaluations Overview  
August 2014

### Oregon Matrix Summative Performance Level

<b>PP/PR</b>	Level 4	3*	3 or 4*	4	4
	Level 3	2 or 3*	3	3	3
	Level 2	2	2	2	2 or 3*
	Level 1	1	1	1 or 2*	2
	*Inquiry Process	Level 1	Level 2	Level 3	Level 4
		<b>SLG</b>			

### Corresponding Professional Growth Plan

<b>PP/PR</b>	Level 4	Collegial	Facilitative or Collegial	Facilitative	Facilitative
	Level 3	Collegial or Consulting	Collegial	Collegial	Collegial
	Level 2	Consulting	Consulting	Consulting	Collegial or Consulting
	Level 1	Directed	Directed	Directed or Consulting	Consulting
		Level 1	Level 2	Level 3	Level 4
		<b>SLG</b>			

## Performance Levels

Levels 1-4 are the four differentiated levels of performance on the district's rubric. Districts may use their own labels.

**Example:**

PP/PR	Exemplary	Green	Grey	Exemplary	Blue
	Proficient	Grey	Green	Proficient	Green
	Basic	Yellow	Basic	Yellow	Grey
	Unsatisfactory	Red	Unsatisfactory	Red	Yellow
		Low Growth	Limited Growth	Moderate Growth	High Growth
		SLG			

## Professional Growth Plans

- The intersection of the Y-axis (PP/PR) with the X-axis (SLG) determine the overall performance level and corresponding professional growth plan
  - Facilitative
  - Collegial
  - Consulting
  - Directed

Who takes the lead in developing professional growth goals?
- Districts may change the names but must keep the intent of the "plans" as defined in the Oregon Matrix
- Part of the evaluation cycle and aligned professional learning

## Professional Growth



- **Facilitative** - The educator leads the conversation and chooses the focus of the Professional Growth Plan and professional goal(s) as the educator and evaluator collaborate on the plan/professional growth goal(s).

## Professional Growth



- **Collegial** - The educator and evaluator collaboratively develop the educator's Professional Growth Plan/professional goal(s). The educator and evaluator have an equal voice in developing the plan /professional goal(s).

## Professional Growth



- **Consulting** - The evaluator consults with the educator and uses the information gathered to inform the educator's Professional Growth Plan /professional goal(s). This plan is more evaluator directed but does take into consideration the voice of the educator in developing the plan/professional goal(s).

## Professional Growth



- **Directed** - The evaluator directs the educator's Professional Growth Plan /professional goal(s). This plan should involve a focus on the most important area(s) to improve educator performance.

## Inquiry Process for SLG



- To determine the educator's resulting summative performance level and professional growth plan, the following is initiated by the evaluator
  - Collaboratively examine student growth data and circumstances in conjunction with other evidence
  - The evaluator then decides the if the performance level is 2 or 3; or 3 or 4 and corresponding growth plan

## Inquiry Process for PP/PR



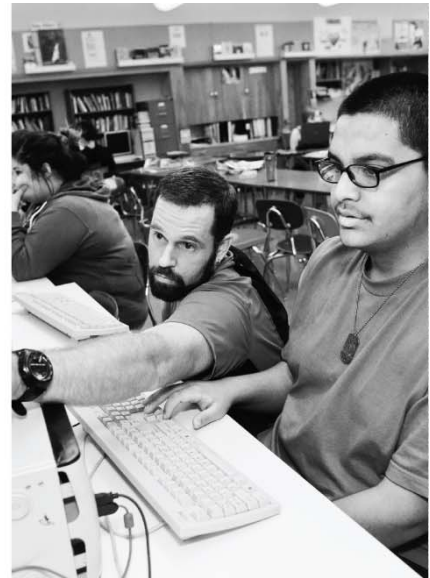
- To determine the educator's resulting summative performance level and professional growth plan, the following is initiated by the evaluator
  - Collaboratively reexamine evidence and artifacts; may provide additional evidence or conduct additional observations
  - The evaluator then decides the if the performance level is 2 or 3; or 3 or 4 and corresponding growth plan



PORTLAND PUBLIC SCHOOLS



# Educator Handbook for Professional Growth and Evaluation



**Blanchard Educational Service Center**  
**501 N Dixon St • Suite 200**  
**Portland, OR 97227**



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## I. Introduction

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### A. Our Philosophy

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The Portland Public Schools District and Portland Association of Teachers are committed to providing the best educational program for all Portland Public Schools' students. The new Professional Growth and Evaluation plan described in this handbook supports educators' professional growth based on standards of professional practice and meaningful measures of teacher effectiveness. The new framework clarifies standards that enhance the quality of instruction in the classroom, resulting in continuous learning and growth for every student.

We believe the purpose of evaluation is to strengthen the professional knowledge and practices of educators to improve student learning and growth. Evaluation must be based on the consistent, fair application of common standards, a cooperative spirit, open communication, and joint responsibility. It must take multiple measures of teaching effectiveness into consideration and establish a growth process for each educator supported by professional learning and collaboration with other educators. Effective professional development is an integral part of the process.

Starting with Charlotte Danielson's "Framework for Teaching", we have agreed upon a framework tailored to our district. Shared values and priorities, such as the focus on equity, have been incorporated into the standards described in the Portland Public Schools framework.

The approach of this plan is specifically to change our past culture, in which evaluation was viewed as a punitive exercise, to one that supports growth and teaching excellence. Under this plan, educators are responsible for their continued professional growth and evaluators are there to support and assist whenever needed, by providing timely, informative feedback. The evaluator and the educator have different roles but share responsibility for continued professional growth. The framework is the tool that guides this process. It is to be used to structure conversations among educators, and between educators and evaluators, about exemplary practice. During conversations about practice organized around a common framework, educators are able to learn from each other to enrich their own teaching.

### B. The PPS Equity Initiative

---

The equity initiative adopted by Portland Public Schools states that PPS is "committed to academic excellence and personal success for all students. Central to this commitment is educational equity. We are committed to

providing instruction with the rigor, cultural relevance, and relationships that ignite the potential of each and every student. In order to do so, we must shift our practices to see students as individuals—including their race, their language, their gender, their sexual orientation, and their various abilities. This work is necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy, now and into the future.”

## C. Evaluation System and Handbook Overview

The Handbook for Professional Growth and Evaluation (“Handbook”) outlines the evaluation process that is intended to promote professional growth as well as provide feedback and guidance for improving professional practice. “Educator” in this Handbook refers to licensed professional staff who are bargaining unit members represented by the Portland Association of Teachers. An evaluator shall be a licensed administrator. No member of the bargaining unit shall be the individual responsible for the evaluation of another unit member.

The procedural steps in this evaluation process are intended to describe the typical cycle for professional growth and evaluation of all contract, probationary, and temporary teachers/educators. In an effort to promote self-directed professional growth, this evaluation process provides two options:

**Option I:** All probationary TSPC-licensed educators and educators in their first three consecutive years of employment with the district in positions for which TSPC licensure is not required shall participate in the Direct Supervision Evaluation Plan (Option I).

**Option II:** Contract TSPC-licensed educators and educators in positions for which TSPC licensure is not required who have completed three consecutive years of employment may opt to participate in the Professional Growth Plan (Option II). Participation in Option II is voluntary and may be done only after completing the Option I process at least once and with the evaluator’s consent. The evaluator is responsible for communicating to Human Resources that an educator will be evaluated using Option II. **(The Evaluation Committee is reviewing the of continued viability of Option II with consideration of State requirements and changes. Not currently available.)**

A “Program of Assistance for Performance Improvement” is a process of more intense supervision. It is designed to focus on needed improvements because of unsatisfactory performance, as measured by the evaluation rubric. This is not a part of the typical evaluation cycle. Procedures regarding the Program of Assistance for Performance Improvement are found in Section II .G.

### PPS Evaluation System

- Ongoing training for both educators and evaluators.
- Clear standards of performance uniformly applied.
- Clear, timely and useful feedback.
- Self-directed professional growth.

## II. Procedural Requirements for Educator Evaluations

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### A. The PPS Evaluation Framework

---

The District's evaluation framework is based on Charlotte Danielson's "Framework for Teaching". Danielson's framework acknowledges the complexity of high-quality teaching. It identifies aspects of an educator's responsibilities that promote improved student learning as documented through empirical studies and research. It also establishes a shared understanding of teaching and a common language for professional conversations about teaching.

The State of Oregon has adopted the Interstate Teacher Assessment and Support Consortium Standards (InTASC) as the core teaching standards required by Oregon law in Senate Bill 290 (ORS 342.856). Danielson's Framework for Teaching correlates with the InTASC standards.

The core teaching standards outline the common principles and foundations of teaching practice necessary to improve student learning and growth applicable to all subject areas and grade levels. According to Oregon Department of Education guidance, core teaching standards will be used in the attempt to:

- Strengthen educator knowledge, skills and practices
- Refine the support, assistance and professional growth opportunities offered to an educator based on the individual needs of the educator and his/her students
- Allow each educator to establish a set of classroom practices and student learning objectives that are based on the individual circumstances of the educator, including his/her classroom or assignment
- Establish a formative growth process for each educator that supports professional learning and collaboration with other educators and administrators
- Use evaluation methods and professional development, support and other activities that are based on curricular standards and targeted to the needs of each educator.

The core teaching standards form the basis of the PPS Framework, customized to fit our district's priorities. The PPS Framework and this Handbook were developed through the collaborative efforts and mutual agreement of the District and the Portland Association of Teachers. The PPS Framework is summarized in Table 1.

## B. PPS Evaluation Framework Ratings

---

The evaluation framework covers four domains of professional practice. Each domain consists of components comprised of elements and a rubric for determining performance. (Appendix A). Ratings must be based on collected evidence. It is not expected that an educator be evaluated in every element. An evaluator shall not rate an educator in an element or component unless the evaluator has collected evidence to support the rating. The evidence must be noted the evidence in the written evaluation.

The evaluation Framework has four performance level ratings: “unsatisfactory”, “developing”, “proficient” and “distinguished”. It is expected that professional educators will have “developing” ratings at various times in their careers, especially when teaching in a new assignment or when new curriculum or instructional strategies are being introduced. The “distinguished” rating is an extremely high performance level that an educator may occasionally attain in one or more components or elements, but it is not expected that a professional educator will attain the “distinguished” rating frequently or consistently. Achieving this rating on a regular or consistent basis would be unusual. As Danielson notes, “Distinguished-level performance is a good place to visit, but don’t expect to live there.” (Danielson, 2007, p. 41).

An educator’s lack of participation in any activity beyond contractual obligations (e.g., Outdoor School) shall not be considered in the educator’s evaluation process or noted in the evaluation.

Probationary educators will be rated on components as outlined in Table 1. It is anticipated that educators in probationary status may be rated “unsatisfactory” in some elements and may be rated “developing” in many elements. It is not impossible for a probationary teacher to achieve a “distinguished” rating.

**Table 1: PPS’s Framework for Teaching**

Components of Professional Practice	
<p><b>Domain 1: Planning, Preparation &amp; Curriculum</b></p> <p>1a. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> <li>• Knowledge of students’ skills, knowledge and language proficiency</li> <li>• Knowledge of students’ interests and cultural heritage</li> <li>• Knowledge of students’ special needs</li> </ul> <p>1b. Designing coherent instruction</p> <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul> <p>1c. Setting instructional outcomes</p> <ul style="list-style-type: none"> <li>• Value, sequence and alignment</li> <li>• Clarity</li> <li>• Appropriate for diverse learners</li> </ul> <p>1d. Demonstrating knowledge of standards, content &amp; subject matter</p> <ul style="list-style-type: none"> <li>• Knowledge of standards, content &amp; subject matter</li> <li>• Knowledge of prerequisite relationships</li> <li>• Knowledge of content-related pedagogy</li> </ul> <p>1e. Designing student assessments</p> <ul style="list-style-type: none"> <li>• Align with instructional outcomes</li> <li>• Criteria and standards</li> <li>• Design of formative assessments</li> <li>• Uses Assessment results for planning</li> </ul>	<p><b>Domain 2: Classroom Environment &amp; Student management</b></p> <p>2a. Establishing a Culture for Learning &amp; an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Importance of the content</li> <li>• Expectations for learning and achievement</li> <li>• Teacher creates environment that promotes pride in work</li> </ul> <p>2b. Managing classroom procedures</p> <ul style="list-style-type: none"> <li>• Management of instructional groups</li> <li>• Management of transitions</li> <li>• Management of materials and supplies</li> <li>• Performance of non-instructional duties</li> </ul> <p>2c. Managing student behavior</p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Responses to student misbehavior</li> </ul> <p>2d. Organizing Physical Space</p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and use of physical resources</li> </ul>
<p><b>Domain 3: Instruction &amp; Assessment</b></p> <p>3a. Communicating with Students</p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul> <p>3b. Engaging Students in Learning</p> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> <p>3c. Using Assessment in Instruction</p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring of progress</li> </ul> <p>3d. Demonstrating Flexibility &amp; Responsiveness</p> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul> <p>3e. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Discussion techniques</li> <li>• Student engagement</li> </ul>	<p><b>Domain 4: Professional Responsibilities</b></p> <p>4a. Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul> <p>4b. Maintaining Accurate Records</p> <ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> <li>• Non-instructional records</li> </ul> <p>4c. Demonstrating Professionalism</p> <ul style="list-style-type: none"> <li>• Integrity and ethical conduct</li> <li>• Service to students</li> <li>• Decision making</li> <li>• Compliance with school &amp; district regulations</li> </ul> <p>4d. Communicating with Families</p> <ul style="list-style-type: none"> <li>• Information about the instructional program</li> <li>• Information about individual students</li> <li>• Engagement of families in the instructional program</li> </ul> <p>4e. Participating in a Professional Community</p> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Involvement in a culture of professional inquiry</li> <li>• Participation in school and district activities</li> </ul> <p>4f. Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge and pedagogical skill</li> <li>• Receptivity to feedback</li> </ul>

\*The eleven components for 1<sup>st</sup> year probationary teachers are unshaded. The six additional components for 2<sup>nd</sup> year probationary educators are lightly shaded. The three additional components for 3<sup>rd</sup> year probationary teachers are darkly shaded.



## C. Classroom and Non-Classroom Educator Evaluations

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### 1. Classroom Educator Assignments

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The majority of educators evaluated using this Handbook are classroom educators. Evaluators conducting formal observations for those educators shall use the Framework and accompanying rubric (Appendix A).

### 2. Non-Classroom Educator Assignments

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If the job assignment of an educator includes a majority of time spent in activities other than direct classroom instruction, the observation forms and rubric for a classroom educator evaluation shall not apply. Direct Supervision Evaluation Plan (Option I) evaluation forms and rubrics for non-classroom assignments are in the process of development until they are finalized, the Non-Classroom Certificated Personnel Evaluation Form that has historically been used in the district shall be used. (Appendix C, Form 6).

As with classroom educators, non-classroom educators may elect the Professional Growth Plan (Option II) if the educator has completed the Option I evaluation cycle and with the approval of his/her evaluator. (Option II will be available in school year 2015-2016)

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## D. The Evaluation Cycle

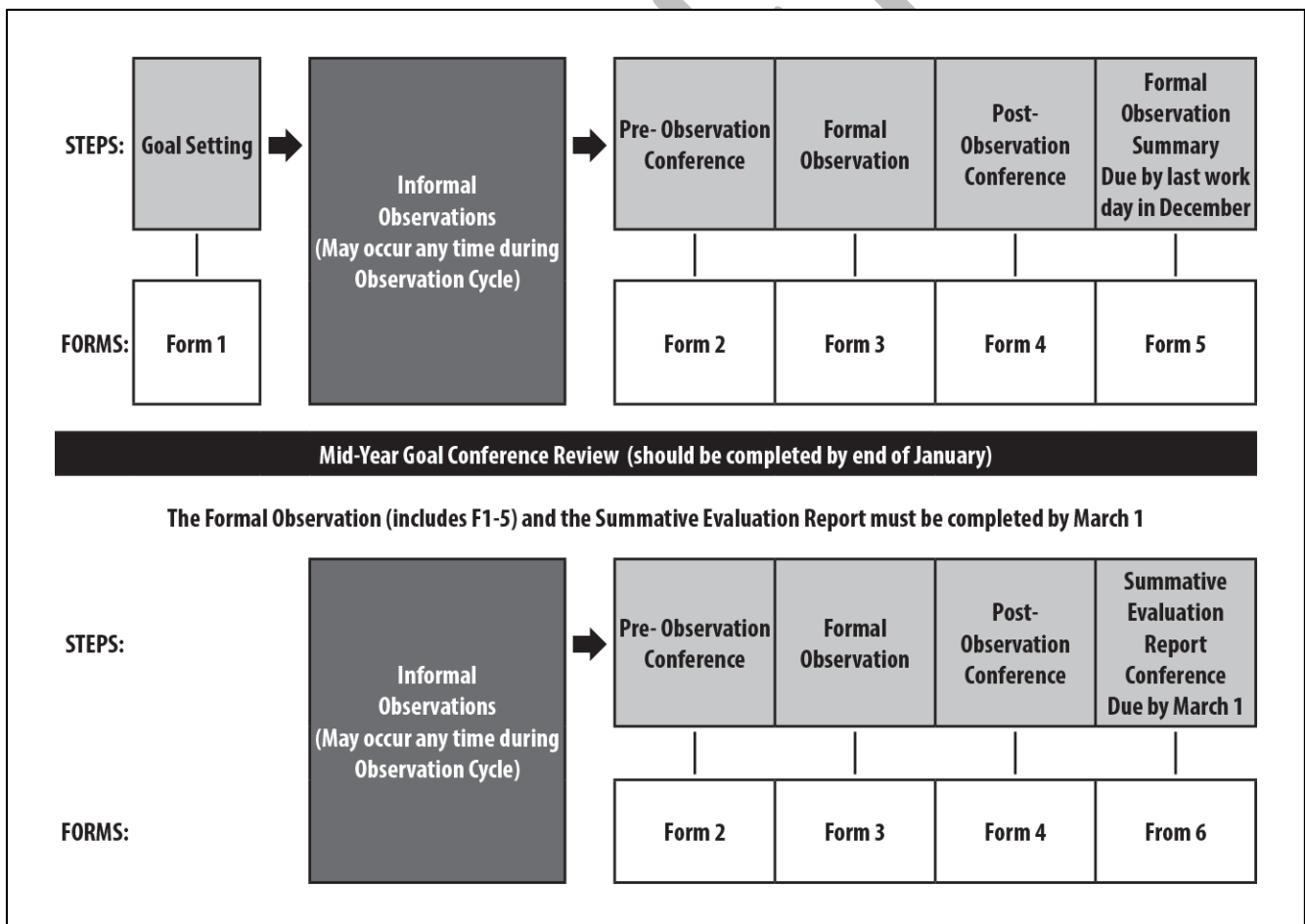
The evaluation process consists of an annual cycle for probationary educators and a two-year cycle for contract educators. An educator having more than one supervisor shall not have more than one evaluation cycle. Certain aspects of the process occur in both cycles:

### 1. Distribution of the Handbook; Annual Staff Meeting

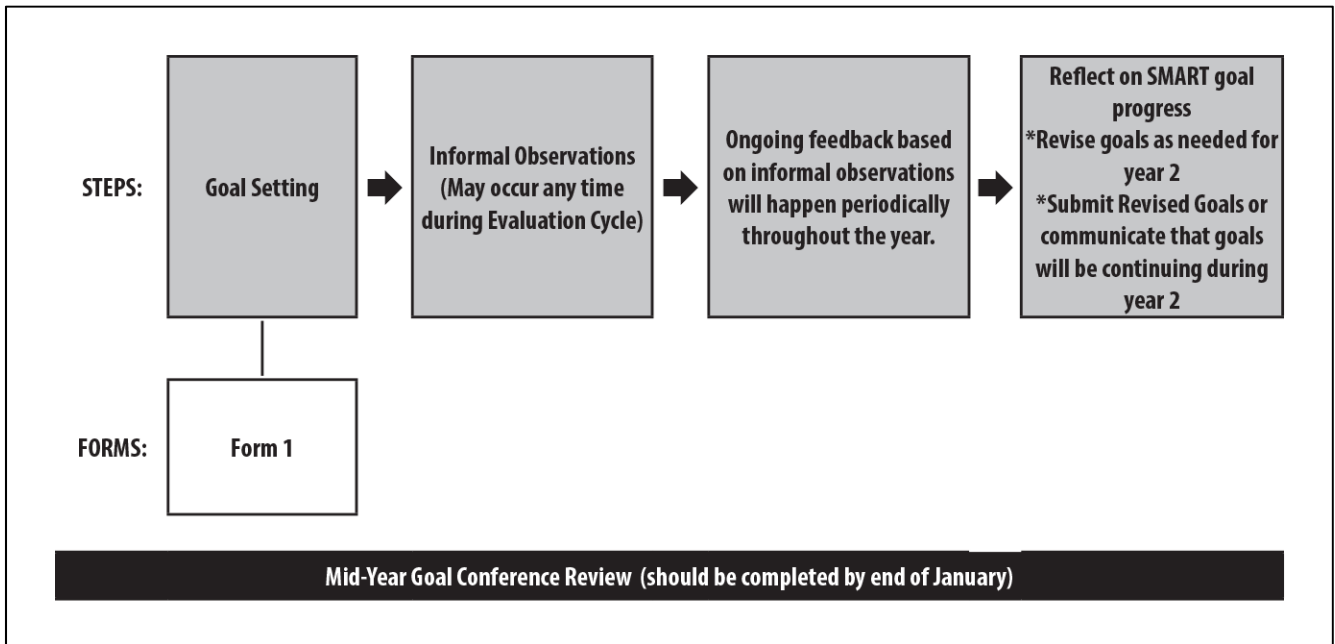
Prior to September 30 of each school year, the building or site administrator shall make a copy of the Handbook available to educators. This may be done electronically or by paper copy. As amendments to the Handbook are received by the administrator, or as newly hired educators arrive at the building or site, a similar distribution process shall be followed. A supply of the Handbook with amendments shall be maintained in the building or site administrator’s office for educators seeking paper copies. **The forms included in the Handbook in Appendix C are the official evaluation forms and evaluators or educators shall use no other form (s) during the evaluation process.**

**Table 2: Annual Probationary Educator Evaluation Cycle and Forms**

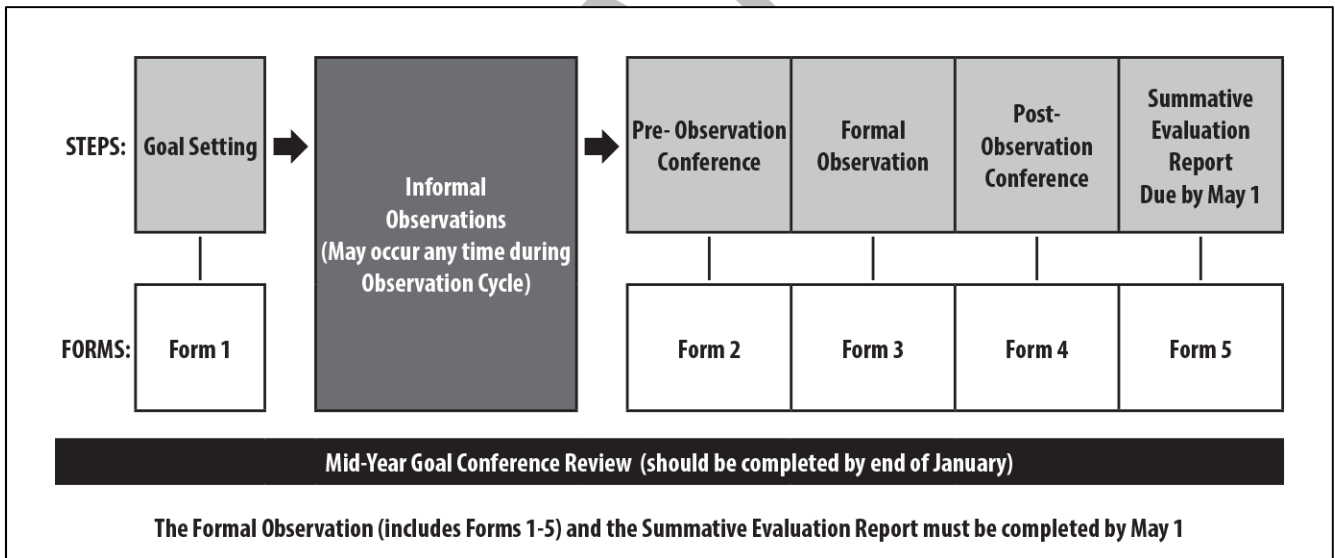
Must be completed by the last day of school prior to the winter break in December



**Table 3: Contract Educator Evaluation Cycle and Forms: Supported Year**



**Table 4: Contract Educator Evaluation Cycle and Forms: Supervised Year**



Prior to September 30 of each school year, the administrator shall hold a meeting with all PAT members at the building or site. During this meeting, the administrator will discuss the framework and review the evaluation process (timelines, expectations regarding goals, goal setting process, and required forms).

**2. Educator Self-Reflection**

Self-reflection by the educator will be integrated throughout the process. It may, for example, be part of goal setting, or part of the discussion during observation conferences or the summative evaluation meeting. Educators are not required to submit self-reflection forms.

Incidental walk-through or drop-in observations may occur throughout the school year for probationary educators and throughout the two-year cycle for contract educators. An effective process provides ongoing opportunities for relevant feedback and meaningful professional conversations.

### 3. Goal Setting

Each educator, in collaboration with the evaluator, shall develop two (2) student growth goals and one (1) professional growth goal using the Student & Professional Growth Goal Setting Form (Appendix C, Form 1). Non-classroom educators should use the same goal setting form. They shall work in collaboration with their evaluator to develop three (3) growth goals that are appropriate for their assignment. Educators shall be required to submit goals to the evaluator for approval annually.

Goal setting conferences will occur for probationary educators annually. Contract educators shall have a goal setting conference in their Supervised Year only. A conference for contract educators in their Supported Year shall not be required unless the evaluator has questions. The educator may also request a goal setting conference.

#### a. Professional Growth Goal

The professional growth goal reflects one’s personal learning and can align with one of the student growth goals or can stand-alone. A professional growth goal reflects changes the educator wants or needs to make to his or her practice that impact student learning. Educators shall describe the personal learning that will take place, measures of success, and list the evidence that will be collected to show his/her professional growth.

#### b. Student Growth Goals

The two student learning and growth goals shall be written around a subject, grade level, and district/state standard. Educators who are responsible for student learning in tested (state required test) subjects and grades (e.g., ELA and mathematics in grades 3-8, 11) will use the most recent official state assessments as a baseline for one measure (Category 1). The educator will also select one additional measure of student growth from Category 2.

Educators in non-tested (state required test) subjects and grades will use measures that are valid representations of student learning standards from the following two categories: (based on what is most appropriate for the curriculum and students they teach:

**Table 5: Categories of Measures**

Category	Types of Measures	Examples include, but not limited to:
1	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment, Extended Assessments
2	Common national, international, regional, District-developed measures, school wide measures	<ul style="list-style-type: none"> <li>ACT, Adept, ELPA, DRA, easyCBM, MAP, AP, IB, DIBELS, 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;</li> <li>School-wide measures: such as student performances, portfolios, projects, work samples, test, curriculum-based assessments</li> </ul>

For a more extensive list of possible measures see **Appendix C**.

The goal should reflect students' progress toward proficiency or mastery of academic standards, cognitive skills, academic behaviors, and transitional skills. All measures must be valid and developmentally appropriate for the curriculum and the students being taught. Educators may collaborate to establish student learning goals for their grade levels, departments, or curriculum teams. School wide measures used for student learning goals must include all students in the same grade or same content area in the school. However, not all educators in the grade level or content area in the school must use the measure.

Student learning and growth goals are required to be developed annually and recorded on the goal setting form (**Appendix C, Form 1**). Each year educators should reflect on their current group of students and baseline assessment results. An educator may have a goal that continues in the same subject/grade level standard. The educator will identify the strategies and measures to be used to determine progress toward each of the goals. The use of specific strategies to help students attain their growth goal could be similar from year to year (e.g., use of flexible grouping).

Goals are to be developed using the SMART goal format. The acronym SMART identifies the areas of focus in goal setting. It stands for Specific, Measurable, Appropriate, Realistic and Time-bound.

The educator will specify the evidence that will document progress on each goal. Evidence may include state assessments as well as national and international, district-wide and other valid and reliable assessments and collections of student work. (**See Table 3; Appendix C**). **All educators will collect evidence throughout the year to show progress toward reaching their professional and student growth goals. Evidence should be attached to the Student and Professional Growth Goal Setting Form (Appendix C, Form 1) and summarized.**

**Table 6: Goal Chart**

S	M	A	R	T
The goal addresses student needs with the content.	An appropriate instrument or measure is selected to assess the goal.	The goal is clearly related to the role and responsibilities of the educator.	The goal is attainable and within the evaluation cycle timeline.	The goal is bound by a timeline that is definitive and allows for assessing goal attainment.
The goal is focused on a specific area of need.	The goal is measurable and uses an appropriate instrument.	The goal is directly related to the subject and students that the educator teaches.	The goal is doable, but rigorous.	
Adopted for Kentucky from Stronge, J. H., & Grant, L. W. (2009). <i>Student achievement goal setting: Using data to improve teaching and learning</i> . Larchmont, NV: Eye on Education, Inc				

#### 4. Evaluation Cycle Timelines

The timelines of the evaluation cycle vary according to educator status (probationary, temporary or contract) and choice of Option I or Option II.

##### **a. Educators in Probationary Status**

All probationary educators will participate in Option I. Probationary educators shall be observed multiple times throughout the year and will have at least two formal observations each year. Probationary educators shall be formally evaluated at least two (2) times during each year of their three-year probationary period. Written Summative Evaluation Reports (**Appendix C, Form 5**) shall be completed by the last working day preceding the winter break and by March 1.

***b. Educators in Temporary Status***

Educators hired for more than sixty (60) days to fill vacancies occurring after the start of the school year, or vacancies due to a long-term absence of the incumbent unit member, are temporary employees. Educators in temporary status will be evaluated according to the Option I evaluation process for probationary educators.

***c. Educators in Contract Status***

Unless substantive reasons exist, contract educators in Option I shall be on a two-year evaluation cycle. During year one, the Supported Year of the cycle, contract educators will continue to work on their goals and reflect on their practice. During the Supported Year, the evaluator may conduct informal observations.

During year two, the Supervised Year of the cycle, the process of observations and conferences described in these procedures will culminate in a summative evaluation.

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**Table 5: Probationary Teacher Years 1-3: Supervised**

	Timeline	Step in Evaluation Cycle	Documents Needed
Ongoing feedback based on informal observations will happen periodically throughout the year.	Prior to September 30th	<b>Review Evaluation Process</b> (Conducted in meeting with all PAT unit members) <ul style="list-style-type: none"> <li>• Distribution of Handbook</li> <li>• Discussion of Framework</li> <li>• Review of Process                             <ul style="list-style-type: none"> <li>• Timeline</li> <li>• Goals Setting</li> <li>• Forms</li> </ul> </li> </ul>	<b>Handbook Framework (Appendix A)</b> <b>Forms (Appendix B)</b>
	Prior to October 15th	<b>Goal Setting Conferences</b> <ul style="list-style-type: none"> <li>• Teacher brings draft of Goal Setting Form</li> <li>• Discuss goals and finalize Goal Setting Form</li> <li>• Schedule Formal Observation and pre-, post-conferences</li> </ul>	<b>Form 1</b>
	Prior to December 1st	<b>Formal Observation #1</b> Each formal observation must include the following conferences and forms: <ul style="list-style-type: none"> <li>• Pre-Observation Conference</li> <li>• Formal Classroom Observation</li> <li>• Post-Observation Conference</li> </ul>	<b>Form 2</b> <b>Form 3</b> <b>Form 4</b>
	Prior to Winter Break	<b>Summative Evaluation Meeting #1</b> (Administrator shares draft of Summative Evaluation Report at least 48 hours in advance) <ul style="list-style-type: none"> <li>• Discuss progress towards goals</li> <li>• Review of draft Summative Evaluation Report</li> <li>• Discuss and share additional artifacts which may not have been observed (i.e., Domain 4)</li> </ul>	<b>Form 5</b> <b>Form 1</b> <b>Form 5</b>
	Prior to March 1st	<b>Formal Observation #2</b> Each formal observation must include the following conferences and forms: <ul style="list-style-type: none"> <li>• Pre-Observation Conference</li> <li>• Formal Classroom Observation</li> <li>• Post Observation Conference</li> </ul> (Note: two formal observations are the minimum number of observations required.)	<b>Form 2</b> <b>Form 3</b> <b>Form 4</b>
		<b>Summative Evaluation Meeting #2 (Final)</b> (Administrator shares draft of Summative Evaluation Report at least 48 hours in advance) <ul style="list-style-type: none"> <li>• Discuss progress towards goals</li> <li>• Review of Summative Evaluation Report</li> <li>• Discuss and share additional artifacts which may not have been observed (i.e., Domain 4)</li> </ul>	<b>Form 5</b> <b>Form 1</b> <b>Form 5</b>
	<b>Before Fall Next Year (Administrator Makes Contract Renewal Recommendation Prior to March 15th)</b>	<b>Goal Reflection and Revision</b> <ul style="list-style-type: none"> <li>• Goal evidence submitted to evaluator prior to June 1</li> <li>• Reflect on goals progress</li> <li>• Revise goals, including content and baseline data, as needed for year 2</li> <li>• Submit Revised Goals</li> </ul>	<b>Form 1</b>
<b>Repeat this cycle in each of Year 2 and Year 3</b>			

**Table 6: Contract Teacher Supported Year**

	Timeline	Step in Evaluation Cycle	Documents Needed
Ongoing feedback based on informal observations will happen periodically throughout this year.	Prior to September 30th	<b>Review Evaluation Process</b> (Conducted in meeting with all PAT unit members) <ul style="list-style-type: none"> <li>• Distribution of Handbook</li> <li>• Discussion of Framework</li> <li>• Review of Process               <ul style="list-style-type: none"> <li>• Timeline</li> <li>• Goals Setting</li> <li>• Forms</li> </ul> </li> </ul>	Handbook Framework (Appendix A) Forms (Appendix B)
	Before Fall of Supervised Year	<b>Goal Reflection and Revision</b> <ul style="list-style-type: none"> <li>• Goal evidence submitted to evaluator prior to June 1</li> <li>• Reflect on goal progress</li> <li>• Revise goals, including content, context and baseline data, as needed for year 2</li> <li>• Submit Revised Goals</li> </ul>	Form 1

**Table 7: Contract Teacher Supervised Year**

	Timeline	Step in Evaluation Cycle	Documents Needed
Ongoing feedback based on informal observations will happen periodically throughout the year.	Prior to September 30th	<b>Review Evaluation Process</b> (Conducted in meeting with all PAT unit members) <ul style="list-style-type: none"> <li>• Distribution of Handbook</li> <li>• Discussion of Framework</li> <li>• Review of Process               <ul style="list-style-type: none"> <li>• Timeline</li> <li>• Goals setting</li> <li>• Forms</li> </ul> </li> </ul>	Handbook Framework (Appendix A) Forms (Appendix B)
	Prior to October 15th	<b>Goal Setting Conferences</b> <ul style="list-style-type: none"> <li>• Teacher brings draft of Goal Setting Form</li> <li>• Discuss SMART Goals and finalize Goal Setting Form</li> <li>• Schedule Formal Observation and conferences</li> </ul>	Form 1
	Conducted Between Goal Conference – April 1st	<b>Formal Observations</b> Each formal observation must include the following conferences and forms: <ul style="list-style-type: none"> <li>• Pre-Observation Conference</li> <li>• Formal Classroom Observation</li> <li>• Post-Observation Conference</li> </ul> (Note: One formal observation is the minimum number required.)	Form 2 Form 3 Form 4
	Prior to May 1st	<b>Summative Evaluation Meeting</b> (Administrator shares draft of Summative Evaluation Report at least 48 hours in advance) <ul style="list-style-type: none"> <li>• Discuss progress towards Goals</li> <li>• Review draft Summative Evaluation Report</li> <li>• Discuss and share additional artifacts which may not have been observed (i.e., Domain 4)</li> </ul>	Form 5 Form 1 Form 5
	Before Fall of Supported Year	<b>Goal Reflection and Revision</b> <ul style="list-style-type: none"> <li>• Goal evidence submitted to evaluator prior to June 1</li> <li>• Reflect on goal progress</li> <li>• Revise goals as needed, including content, context and baseline data, for year 2</li> <li>• Submit Revised Goals</li> </ul>	Form 1



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## 5. Variance from the Typical Cycle

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The procedural requirements of the evaluation cycles outlined in these paragraphs are intended to describe the typical cycles for professional growth and evaluation of all contract, probationary and temporary educators. If a substantive reason regarding the performance of an educator arises during a cycle, the cycle can be modified to respond to the concern. Evaluators will be required to identify the substantive reason justifying a variance from the applicable cycle outlined in the Handbook. Transfer to a new building or worksite is not a substantive reason.

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## 6. Resignation and Retirement Exemption

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Contract educators who complete and submit a retirement or resignation notification during their Supervised Year may opt-out of the evaluation process only if they do not plan to be a substitute teacher for PPS in the future. Their intent not to do substitute teaching must be submitted in writing to their administrator. The administrator shall forward the notification to Human Resources.

Contract educators in their Supported Year who notify the District of their intent to retire or resign during or at the end of that year are not required to have an off-cycle evaluation in order to do substitute teaching with PPS. Their prior year evaluation, as well as past evaluations, will be considered during substitute hiring.

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## E. Direct Supervision Evaluation Plan (Option I)

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### 1. Goal Setting Conference (Form 1)

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Prior to the commencement of formal observations by the evaluator, the evaluator and educator will meet for a goal conference. The goal conference shall occur by October 15 and prior to the first pre-observation conference. The educator shall come to the conference with a draft of the goal setting form completed. During such conference, the evaluation process (forms and procedures pertaining to the evaluation process) may be reviewed again.

### 2. Observations

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Observations are essential to the evaluation process. Observation data is used to determine and track professional development as well as to determine evaluation ratings. Evaluators will conduct formal and informal classroom observations to gather and document evidence of effective teaching. Educators shall be provided with a copy of all notes made by the evaluator during observations.

#### *a. Informal Observations*

The informal observation process complements the formal observation process by enabling administrators to conduct additional observations to gather more information about the educator's practice. An informal observation is designed to collect information about an educator's performance mainly within Domains 2 and 3 or on a particular component. Informal observations are typically unannounced, shorter in length, can be brief and may not reflect an entire lesson. Pre- and post-observation conferences are not required for informal observations. Educators shall be provided with a copy of notes made by the evaluator during the observation.

Informal observations may take place throughout the school year. Following are some suggestions for making the informal visits helpful and meaningful:

- Observations should occur at different times of the day.
- Observations may be by the evaluator dropping in as well as by educator invitation.
- Exchange of feedback (verbal and/or written) should occur as soon as practical after the observation.
- Observation notes shall be provided to the educator.
- Observations can occur during any phase of the educator's duties, e.g., in the classroom, while supervising students in the hallway or playground, in meetings with parents or staff, etc.

**The pre-observation conference gives educators an opportunity to demonstrate their planning, preparation and curriculum (Domain 1) skills and to ask the evaluator to observe any components on which the educator would like additional input.**

#### ***b. The Formal Observation Process***

The formal observation process requires a pre-conference, observation, and post-conference for each formal observation.

#### ***c. Pre-Observation Conference (Form 2)***

The purpose of the Pre-Observation Conference is for the evaluator to become familiar with the lesson to be observed. This occurs by the evaluator and educator discussing the questions contained on the Pre-Observation Conference Form. **(Appendix C, Form 2).**

The evaluator will provide a copy of the Pre-Observation Conference Form and a minimum of five (5) school days' notice to the educator for a formal observation. The Pre-Observation Conference shall be a face-to-face meeting in which the Pre-Observation Conference Form is discussed. The form is to be used as a guideline for the discussion. Educators should complete the form and attend the conference prepared to discuss the questions on the form.

#### ***d. Formal Classroom Observation (Form 3)***

There shall be at least two (2) prescheduled formal observations each year for probationary educators and one (1) prescheduled formal observation for contract educators. Additional scheduled or non-scheduled observations may be conducted as determined by the evaluator; however, an unusually extensive number of observations should coincide with the use of a Program of Assistance. A contract educator may request a second prescheduled formal observation.

Each formal observation shall be preceded by a Pre-Observation Conference and followed by a Post-Observation Conference. The actual classroom observation will take place over an entire lesson or class period and generally shall last 30 – 90 minutes. During the observation, the evaluator notes the educator's practices according to the framework rubric for the observed domain(s) and components.

Recognizing that every lesson taught will not contain evidence of every component, the evaluator shall rate only the components that are observed during the lesson. If a component was not observed because it was not included within the flow of the lesson, it shall not be rated. However, if a component was not observed because it was not adequately demonstrated where it should have been, this will require a conversation with

the educator during the Post-Observation Conference. Similarly, every element will not be observed in every lesson and **the evaluator is not required to rate every element.**

Following the observation, the evaluator shall give a copy of the original notes made during the observation to the educator. The evaluator shall also evaluate the observed lesson by using the Formal Classroom Observation Form (**Appendix C, Form 3.**) The notes and observation Form 3 should generally be given to the educator at least one (1) school day prior to the Post-Observation Conference.

***e. Post-Observation Conference (Form 4)***

The purpose of the Post-Observation Conference is for the educator and evaluator to discuss their reflections and data from the observed lesson. The Post-Observation Conference provides an opportunity for the educator to reflect on his/her lesson, and for the evaluator to share ideas, feedback, and suggestions. After the classroom observation takes place, the evaluator shall give a copy of original observation notes, the completed Formal Classroom Observation Form (**Form 3**) and a blank copy of the Post-Observation Conference Form (**Appendix C, Form 4**) to the educator and then meet with the educator face-to-face to provide feedback. The educator and evaluator should discuss the notes and clarify any questions either may have about what occurred during the observation or what is written in the notes. This clarification is important so that erroneous assumptions are not made. A Post-Observation Conference shall generally be held within five (5) school days of the formal observation.

The Post-Observation Conference Form (Form 4) shall be used as a tool to guide the discussion. The educator should attend the conference prepared to discuss the questions on the Post-Observation Conference Form. This form does not need to be completed prior to the post-observation conference.

***f. Mid-year & Summative Goal Review Conferences (Form 1)***

Probationary educators shall have a mid-year goal review conference. This may occur as part of their first Summative Evaluation Meeting or as a separate meeting. The educator shall collect supporting data of work towards the goal and attach it to the goal setting form (**Form 1**). Progress toward student and professional growth goals shall be discussed and professional development needs will be reviewed.

Probationary educators and contract educators in their Supervised Year shall have a summative goal review conference in the spring. This can happen in conjunction with the summative evaluation meeting. The educator shall collect supporting data of work towards his/her goals and attach it to the goal setting form. The educator and evaluator shall discuss progress toward student and professional growth goals and how the year-end results might impact future goals.

***g. Summative Evaluation (Form 5)***

The purpose of the summative evaluation is to provide the educator with a formal performance review based on the evidence collected throughout the entire cycle. Examples of evidence include notes from informal and formal observations, and artifacts such as family contact logs, lesson plan books, grade books, assessment tools, processed complaints and commendations, etc.

The evaluator shall complete a Summative Evaluation Report using the district adopted form (**Appendix C, Form 5**) and include suggestions, directions and commendations. The evaluator should evaluate the educator

on each component based on their status (probationary or contract). **Each element of the component does not necessarily need to be rated. However, elements that are rated must be evidenced-based and documented.**

### 3. Summative Evaluation Meeting

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The summative evaluation meeting provides an opportunity for the educator and evaluator to discuss comments and ratings on the Summative Evaluation Report before it is finalized. A draft of the Summative Evaluation Report shall be given to the educator at least 48 hours prior to the Summative Evaluation Meeting. At the meeting the contents of the report will be reviewed with the educator. The meeting also provides the educator the opportunity to share additional information and artifacts with the evaluator that may not have been discussed, observed or noted during the process.

The educator shall sign a copy of the final Summative Evaluation Report to signify receipt of, not agreement with, the report. A copy of the final Summative Evaluation Report signed by both educator and evaluator shall be given to the educator. An electronic copy shall be submitted to Human Resources and a copy will be placed in the educator's personnel file. If the educator feels that the report was incomplete or unjust, the educator may submit a written objection that will be attached to the Summative Evaluation Report in the personnel file. This shall normally be done within thirty (30) days of receipt of the evaluation. Human Resources shall insure that an electronic copy of the objection shall also be attached to the electronic copy of the evaluation.

### 4. Summative Evaluation Report Deadlines

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All final Summative Evaluation Reports will be submitted on the electronic form provided in this Handbook. **(Appendix C, Form 6 for non-classroom educators).** The written Summative Evaluation Report and any objections submitted by the educator shall be placed in the educator's personnel file.

- 1) Two (2) Summative Evaluation Reports shall be completed for probationary educators. They shall be submitted to Human Resources by the last working day preceding winter break and March 1.
- 2) A Summative Evaluation Report shall be submitted for contract teachers at least every other year by May 1 of the Supervised Year.

## F. Professional Growth Plan (Option II)

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The Professional Growth Plan (Option II) may be implemented during the 2015-2016 school year. Currently, it exists as a pilot program at two sites, Roosevelt High School and Irvington K-8. Information gained from the experience at those sites will inform the development of the option to be implemented next year.

## G. Program of Assistance for Performance Improvement

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A Program of Assistance for Performance Improvement (Plan of Assistance) is designed to remedy unsatisfactory performance as measured by the PPS Performance Evaluation Rubric. An evaluator may place the educator on a Program of Assistance at any time he/she feels that a performance area needs remediation. However, this is typically done following multiple observations with pre- and post-observation discussions and

feedback. A Program of Assistance shall not be used for matters that are not measured by the rubric such as “abuse of leave”. Misconduct should be addressed using the appropriate discipline processes and procedures.

If the improvement sought by the program would occur when the educator would not be employed (e.g. temporary educators or educators who have submitted intent to retire or resign), the plan need not be initiated or continued. If an educator is or has been notified he/she will be on a Plan of Assistance, and the educator goes on a leave of absence, the program will be implemented or continued upon his/her return.

The plan should be designed to show improvement within a designated period. The length of the plan depends on the complexity and number of the deficiencies. The plan should include a realistic timeline to achieve desired performance improvement.

Deficiencies should be identified at the Component level. If there are multiple deficiencies the educator and evaluator should only focus on two deficiencies at a time. Work to address the remaining deficiencies should be phased into the plan as appropriate. This usually happens after the educator has demonstrated progress and improvement on the initial deficiencies and is able to expand the focus of the plan.

The initial meeting to discuss the specific deficiencies and the process of the Program of Assistance shall normally be scheduled no later than 15 workdays after the completion of an evaluation leading to the Program of Assistance. The educator shall be encouraged to seek association representation and support in working through the plan. A second meeting will be scheduled to discuss the program for achieving the desired performance improvement. Prior to the second meeting, the evaluator will share a draft of the program with the educator. At the meeting, the educator will have opportunity for input regarding the development of the program, timeline and support.

### **1. Implementation of Program of Assistance for Performance Improvement**

The Program of Assistance shall be in writing and include the following:

- a) A written description of the deficiency and documented evidence of the Component from the PPS Framework to be addressed; and
- b) A program for achieving the desired performance improvement. The program shall contain:
  - i. The description of the improvement in performance that the educator is expected to achieve;
  - ii. A reasonable timeline for completion and include a schedule for assessing progress towards achieving improvement in performance; (including identifying specific practices and strategies to achieve the expectations) and a description of resources to be used and assistance to be provided by the district.

## 2. Suggested Strategies of Support

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- The educator may be observed by one or more specialists who can provide support.
- The educator and the evaluator may jointly observe another class and reflect upon successful strategies.
- The educator may enroll in courses, workshops, or seminars designed to provide the knowledge or skills she or he needs to improve to a satisfactory level.
- The educator may videotape his or her performance and reflect on the tapes.
- The educator may request a peer or mentor support.
- The educator may request release time to meet requirements of the program.

## 3. Resolution of Program of Assistance

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According to the timeline, prior to the evaluator making a final recommendation, the evaluator meets with the educator to review progress made on the Program of Assistance. The options for a final recommendation include:

- a) Problem/need resolved. The educator has accomplished the goals of the Program of Assistance and is returned to the regular evaluation cycle.
- b) Educator is making progress, but has not yet met the goal of the Program of Assistance. The timeline for the plan is extended; the educator remains on a Program of Assistance.
- c) Little or no improvement has been achieved; the educator is rated “Unsatisfactory.” Educator may be recommended for non-renewal/non-extension.

When the Program of Assistance is successfully completed, the evaluator shall write a verification letter. A copy of the verification letter will be provided to the educator and placed in the educator’s personnel file.

## H. Notes

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The PPS/PAT Evaluation Committee has been working to develop a new evaluation framework and rubric for professional educators. Changes to our prior evaluation practices were required due to new state law mandates and federal government requirements resulting from Oregon's NCLB waiver. The work is complex and ongoing. The Handbook will continue to be improved and revised. The following lists the tasks to be completed by the Evaluation Committee during the 2013-2014 school year:

- Complete section on Plans of Assistance for Improvement
- Train evaluators/educators on Handbook and required timelines, forms
- Review and define use of "cultural competence/responsiveness" in rubric
- Clarify single elements so they do not assess more than one trait (e.g., "cultural competence/responsiveness" and other factors combined in one element)
- Revise and refine rubric (especially Domain 4 and "cultural competence/responsiveness") based on feedback from evaluators and educators
- Develop evaluation rubrics and forms for non-classroom educators
- Develop a post-observation form connected to the rubric
- Start work on calibration of rubric and evaluator inter-rater reliability
- Review "Summative Evaluation" vs. "Formal Observation" form
- Finish development of Professional Growth Plan (Option II)
- Survey educators and evaluators on use of new instrument
- Other issues as determined by the Evaluation Committee

As areas of this collaborative work are completed, the Handbook may be updated to reflect the work. The Evaluation Committee may also choose to delay implementation of revisions until the start of the next evaluation cycle in August.

### III. Acknowledgements

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Charlene Williams, Director of Schools



## IV. References

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## V. Appendixes

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**Appendix A:** [Portland Public Schools Framework for Teaching](#)

**Appendix B:** [Portland Public Schools Evaluation Rubric](#)

**Appendix C: Forms**

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Form 1 - Student Growth & Professional Goal Setting Form

Form 2 - Pre-Observation Conference Form

Form 3 - Framework Checklist and Evaluator Notes

Form 4 - Post-observation Conference Form

Form 5 - Formal Observation Summary

Form 6 - Summative Evaluation Report

Form 7 - Non-classroom Certificated Personnel Evaluation Form

Form 8 - Non-classroom Counselor Evaluation Form

Form 9 - Non-classroom Library/Media Specialist Evaluation Form

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**Appendix D: Program of Assistance for Performance Improvement  
Template**

**Appendix E: Glossary**

# VI. Resources



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