Round One

PROFESSIONAL GROWTH

AND

PERFORMANCE EVALUATION

MANUAL

Revised:

October 11, 2011

“Enhancing Education”

Human Resources
Bend-La Pine Schools
520 NW Wall Street
Bend, OR 97701
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In March 2011, Bend-La Pine Schools began the arduous process of redesigning the certified evaluation process. The focus of this project was “effective instruction.” What is it, what does it look like, how do we build capacity for more of it, how is support provided when it is needed, and what is the role of both teacher and supervisor in this endeavor? Through the study of data, we know good teaching provides the highest leverage for improving student learning – and we want to ensure our observation/evaluation process supports high levels of learning.

With this in mind, an experienced group of professionals from across the District gathered together to commence this work. The group consisted of district administrators with diverse backgrounds, certified staff with distinct roles and responsibilities, as well as teacher union representation. The team collaborated as a whole group, as well as small work groups, to complete the key components within this manual.

We would like to acknowledge the dedication of the team in creating this Professional Growth and Performance Evaluation manual.

**Flow Chart Small Group**

Carolyn Ervin, Vice Principal, Elk Meadow Elementary  
Kevin Gehrig, Principal, Pine Ridge Elementary  
Frank Hanson, Student Services/Special Programs, Marshall Alternative High School  
*Maria Madden, Student Services, Juniper Elementary

**Framework/Rubric**

*Jim Boen, Principal, La Pine Middle School  
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**Professional Growth**

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Jill Misener, Kindergarten Teacher, Lava Ridge Elementary  
Janelle Rebick, Third Grade Teacher, W.E. Miller Elementary  
Jenny Ruiter, Fourth Grade Teacher, Pine Ridge Elementary

*Teacher Effectiveness Committee Co-Chairs

In addition to this team, special thanks to Ron Wilkinson, Superintendent, as well as Dan Jones and Karen Stiner for their continuous support and encouragement throughout the development of this manual.
References


Philosophy of Teacher Evaluation

Bend-La Pine Schools believe the primary objective of an evaluation system is to improve instruction and to facilitate a positive learning environment where students experience success, growth, and achievement.

Evaluation is a collaborative, continual improvement process based on clear expectations and objective data, in which competence is verified, strengths are assessed, and excellence is acknowledged. Emphasis of the evaluation system should be professional growth where employees are empowered to be self-directed. Support and assistance are provided for individual teachers needing the opportunity to remedy specific weaknesses.

In addition to utilizing direct classroom observations, an evaluator may use a variety of student performance data, collaborative assignments, non-instructional duties, curricular responsibilities, and student input when formulating a final evaluation. Student feedback and/or performance data will not be used independently to formulate teacher evaluation.

Temporary teachers are required to participate in mini and formal observations as probationary teachers.

Observation Timeline

<table>
<thead>
<tr>
<th>By Oct. 15th</th>
<th>By Dec. 15th</th>
<th>By Feb. 15th</th>
<th>By May 15th</th>
<th>By May. 15th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Growth Plan, self-reflection on the Performance Evaluation Rubric, and Goal-setting Form due to supervisor.</strong></td>
<td>2 Observations with discussions</td>
<td>2 Observations with discussions</td>
<td>Yearly Reflection Meeting with supervisor. Begin working on Professional Growth Plan and Goal Setting</td>
<td>2 Observations with discussions</td>
</tr>
</tbody>
</table>

For the 2011-12 school year, no Professional Growth Plan is due by October 15.
Provisionary* Teacher:

**Standards Review and Goal-setting**
By October 15
- Review and explain Performance Evaluation Rubric (pages 14-17)
- Review and complete Goal-Setting Form (page 47)
- Timeline

**First Set of Observations**
By December 15
- Two (2) Mini-Observations completed
- First Formal Observation
- Conference and written summary with review of Performance Evaluation Rubric Form (pages 14-17) based on observations

**Second Set of Observations**
By February 15
- Two (2) Mini-Observations completed
- Second Formal Observation
- Conference and written summary with review of Performance Evaluation Rubric Form (pages 14-17) based on observations

**Third Set of Observations**
By May 15
- Two (2) Mini-Observations completed
- Yearly Reflection Meeting
  - Review Observation data
  - Yearly Evaluation Form (pages 57-61)
- Completes Yearly Evaluation Form due to Human Resources by June 1st

**Probationary Year 2 and 3**
By May 15
- Teacher Begins Goal-Setting
- Establish Professional Growth Activities (pages 50-53)

Concerns
Supervisor must confer with Chief Academic Officer

No Concerns
Contract Teacher Status in Fall: Move to Yearly Goal-setting on Contract Teacher Growth Cycle

*Mini and formal observations are required for both temporary and probationary teachers.
Performance Evaluation Flowchart

Formal Observation or Performance Evaluation(s) Led to Areas of Concern

Performance Evaluation
- Review of Performance Evaluation Rubric in area of concern (pages 14-17)
- Formal Observation(s)/Gather data
- Conference – Supervisor and Teacher
- Review of Observation Data
- One (1) to three (3) weeks

Support Strategy
- Set specific goals and activities relating to identified concerns (Building-level administration and certified employee)
- Four (4) to six (6) weeks

Support Strategy Successful?

Support Strategy Successful?

Plan of Assistance for Improvement
- Formal Plan Developed (Building- and District-level Administration, Teacher and Association)
- Establish Appropriate Deadlines

Plan of Assistance for Improvement successful?

Plan of Assistance for Improvement successful?

Return to Probationary Status

Return to Probationary Status

Non-Renewal

Non-Renewal

Revised: January 25, 2012
**Contract Teacher:**

- **Completes Yearly Goal-Setting Process by October 15**
  - Teacher completes Goal-Setting Form and Professional Growth Plan (pages 48-49)
  - Teacher engages in Ongoing Professional Growth Activities (pages 51-54)

- **Mini-Observation**
  Supervisor conducts mini-observations (see form on pages 46-47)
  [Total of six (6) informal mini-observations with feedback – two (2) observations by December 15, two (2) observations by February 15, and two (2) observations by May 15]

- **Do Mini-Observations Lead to Concerns?**
  - Yes
  - Supervisor must confer with Chief Academic Officer
  - No
  - No Concerns
  - Yearly Goal-Setting Process
    By May 15
    - Teacher Reviews Professional Growth Plan
      - Goal-Setting
      - Professional Growth Activities
      - Yearly Evaluation Form (page 57-61)
    - Completed Yearly Evaluation Forms due to Human Resources by June 1st.

- **Yearly Reflection Meeting**
  By May 15
  - Review observation data
  - Teacher/Supervisor Review Goals and Professional Growth Activities

As a baseline for the 2011-12 school year, teachers will complete a self-reflection on the **Performance Evaluation Rubric** on pages 14-17 in lieu of the **Professional Growth Plan**.
Performance Evaluation Flowchart

Comprehensive Focused Performance Review
- Supervisor to meet with teacher to review Performance Evaluation Rubric in areas of concern (pages 15-18)
- Longer Observation(s)/Gather Data
- Supervisor and teacher review Observation Data
- One (1) to three (3) weeks

Support Strategy
- Set specific goals and activities relating to identified concerns (building supervisor and certified employee)
- Longer informal and formal observation/gather data
- Four (4) to six (6) weeks

Support strategy successful?
- Yes → Return to Mini-Observations
- No → Plan of Assistance for Improvement

Plan of Assistance for Improvement
- Formal Plan Developed (Building and District Level Administration, Teacher, and Association)
- Establish Appropriate Deadlines

Plan of assistance for improvement successful?
- Yes → Return to Mini-Observations
- No → Non Renewal/Non Extension

Non Renewal/Non Extension
Recommendation to School Board by March 1

Revised: 1/25/2012
Bend-La Pine Schools
Certified Evaluation Domains and Standards Overview

Domain 1 - Planning and Preparation for Learning

Standard 1: Knowledge of Content and Students
Teacher has command of learning and teaching standards, is an expert in the subject area, and has a cutting-edge grasp of child development and student learning.

Standard 2: Plans, Alignment, and Lessons
Teacher plans all units by backward design, aligns learning goals with all applicable standards and outcomes, and includes Bloom’s levels and measurable learning goals.

Standard 3: Assessment
Teacher designs, prepares, and implements an effective variety of diagnostic, formative, and summative assessments to monitor student learning and guide instruction.

Domain 2 - Classroom Management

Standard 4: Expectations
Teacher clearly articulates and enforces classroom and school behavior expectations for all students.

Standard 5: Relationships/Respect
Teacher is familiar with and promotes behavior systems that create climates of respect, learning, and safety for all students.

Standard 6: Socio-emotional
Teacher implements a behavior program that emphasizes prevention of negative behaviors and develops positive interactions and social-emotional skills among all students.

Standard 7: Routines and Efficiency
Teacher creates and supports a consistent classroom environment of routines, procedures, and coherence so all instructional time is used to its fullest potential.
Domain 3 - Delivery of Instruction

Standard 8: Engagement and Mindset
Teacher engages all students in a positive classroom environment where risk-taking and problem-solving are welcomed and where all students are highly involved.

Standard 9: Goals
Teacher knows required learning goals and effectively communicates those to students so they understand and learn what is delivered and expected of them.

Standard 10: Connections and Applications
Teacher activates students’ prior knowledge, connects learning goals to students’ prior knowledge, and builds upon students’ prior knowledge; teacher applies new knowledge learned to future lessons and real world applications.

Standard 11: Clarity
Teacher presents materials and lessons clearly and explicitly with language, examples, and activities appropriate to student age and development.

Standard 12: Repertoire
Teacher employs a variety of instructional methods to effectively engage, motivate, and involve all students.

Standard 13: Differentiation
Teacher has competent knowledge of students’ individual learning and cultural needs and successfully employs a variety of instructional strategies to differentiate and meet all students’ needs.

Domain 4 - Monitoring, Assessment, and Follow-up

Standard 14: Criteria and Recognition
Teacher uses established criteria for evaluating proficient student work; teacher reviews criteria with students and uses it to motivate and guide student learning.

Standard 15: Diagnostic Assessment
Teacher designs diagnostic assessments for learning based on learning goals and uses diagnostic assessment information to design and fine-tune instruction.

Standard 16: Formative Assessment
Teacher frequently checks for understanding and works with colleagues to use interim assessment data to fine-tune instruction or re-teach concepts essential to learning goals.
Standard 17: Self-Assessment
Teacher has students set goals for their learning and progress, leads them in self-assessment of their progress towards these learning goals, and encourages them to take responsibility for improving their own performance.

Standard 18: Reflection and Analysis
Teacher self-reflects and analyzes teaching and works with colleagues to reflect on what is working and what is not, with the goal of continuously improving instruction.

Domain 5 - Family and Community Outreach

Standard 19: Belief
Teacher seeks to understand and know students, the students’ backgrounds and the students’ needs; teacher communicates a strong belief to students and parents that students are capable and will meet learning goals.

Standard 20: Communication
Teacher communicates effectively with all stakeholders (i.e., parents, students, other teachers, counselors, and school support staff) regarding students’ progress, abilities, and behaviors, emphasizing the positive aspects of each.

Standard 21: Responsiveness
Teacher deals with parent communications, questions, and concerns in a timely and effective manner; teacher strives to be proactive in working with parents in situations with the potential to turn negative.

Domain 6 - Professional Responsibilities

Standard 22: Professionalism
Teacher presents self as a consummate professional, responds reliably and professionally to all constituents in a timely manner, and observes appropriate behaviors and boundaries.

Standard 23: Teamwork
Teacher is an important member of the school community, contributes to the school’s mission, collaborates in professional learning communities, and supports building and district initiatives where appropriate.

Standard 24: Self-Improvement
Teacher is a self-directed learner who seeks out best practices, feedback, suggestions, professional literature, and research to improve professional performance and effectiveness.
Minimum Performance Evaluation Standards for Specialists

- Note: In addition to the standards below, additional standards may be added depending on the position.

**Counselors / Student Services / SPED / Title**
- Standards: 1 – 6, 18 – 24

**Media Specialists**
- Standards: 1 – 11, 16, 18 – 24

**Nurses**
- Standards: 4 – 7, 18 – 24

**ELL**
- Standards: 1 – 24

**TOSA**
- Standards: (determined by duties as assigned)
# Bend-La Pine Schools Performance Evaluation Rubric

<table>
<thead>
<tr>
<th>#</th>
<th>Domain: Standard</th>
<th>Highly Effective 4</th>
<th>Effective 3</th>
<th>Improvement Necessary 2</th>
<th>Does Not Meet Standards 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Planning and Preparation for Learning: Knowledge of Content and Students</td>
<td>Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.</td>
<td>Knows the subject matter well and has a good grasp of child development and how students learn.</td>
<td>Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.</td>
<td>Has little familiarity with the subject matter and few ideas of how to teach it and how students learn.</td>
</tr>
<tr>
<td>1.2</td>
<td>Planning and Preparation for Learning: Plans, Alignment and Lessons</td>
<td>Has a well-honed game plan for the year that is tightly aligned with state standards and assessments. Plans units backwards and designs unit lessons with clear measurable goals closely aligned with standards and outcomes, with all of Bloom’s levels included.</td>
<td>Plans the year so students will meet state standards and be ready for external assessments. Plans most units backwards and designs lessons focused on measurable outcomes aligned with unit goals and state standards, with some of Bloom’s levels included.</td>
<td>Has done some thinking about how to cover standards and test requirements. Plans lessons with some thought to larger goals and objectives and plans lessons with unit goals in mind.</td>
<td>Plans lesson by lesson and has little familiarity with state standards and assessments. Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals and lessons are planned primarily for entertaining students or covering textbook chapters.</td>
</tr>
<tr>
<td>1.3</td>
<td>Planning and Preparation for Learning: Assessment</td>
<td>Prepares and designs diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.</td>
<td>Plans unit and on-the-spot assessments to measure student learning.</td>
<td>Drafts unit tests as instruction proceeds. Little or no evidence of assessment planning is evident.</td>
<td>Writes final tests shortly before they are given. Prior planning is not evident.</td>
</tr>
<tr>
<td>2.4</td>
<td>Classroom Management: Expectations</td>
<td>Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.</td>
<td>Clearly communicates and consistently enforces high standards for student behavior.</td>
<td>Announces and posts classroom rules and consequences.</td>
<td>Comes up with ad hoc rules and consequences as events unfold during the year.</td>
</tr>
<tr>
<td>2.5</td>
<td>Classroom Management: Relationships/ Respect</td>
<td>Shows warmth, caring, respect, and fairness for all students and builds strong relationships. Wins all students’ respect and creates a climate in which disruption of learning is unthinkable.</td>
<td>Is fair and respectful toward students and builds positive relationships. Commands respect and refuses to tolerate disruption.</td>
<td>Is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the classroom.</td>
<td>Is sometimes unfair and disrespectful to the class; plays favorites. Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.</td>
</tr>
<tr>
<td>2.6</td>
<td>Classroom Management: Socio-emotional</td>
<td>Implements a program that successfully develops positive interactions and social-emotional skills.</td>
<td>Fosters positive interactions among students and teaches useful social skills.</td>
<td>Often lectures students on the need for good behavior and makes an example of “bad” students.</td>
<td>Publicly berates “bad” students, blaming them for their poor behavior.</td>
</tr>
<tr>
<td>#</td>
<td>Domain: Standard</td>
<td>Highly Effective 4</td>
<td>Effective 3</td>
<td>Improvement Necessary 2</td>
<td>Does Not Meet Standards 1</td>
</tr>
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<td>2.7</td>
<td>Classroom Management: Routines and Efficiency</td>
<td>Successfully inculcates class routines so that students maintain them throughout the year. Uses coherence, lesson momentum and silky-smooth transitions to get the most out of every minute.</td>
<td>Teaches routines and has students maintain them all year. Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.</td>
<td>Tries to train students in class routines but many of the routines are not maintained. Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.</td>
<td>Does not teach routines and is constantly nagging, threatening, and punishing students. Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.</td>
</tr>
<tr>
<td>3.8</td>
<td>Delivery of Instruction: Engagement and Mindset</td>
<td>Teaches students to be risk-takers, learn from mistakes and to be problem solvers. Students are highly involved in focused work.</td>
<td>Tells students it’s okay to make mistakes; effective effort is the key. Has students think about, discuss, and use the ideas and skills being taught.</td>
<td>Tells students that making mistakes doesn’t mean they’re stupid; they can learn from errors. Attempts to get students actively involved but some are disengaged.</td>
<td>Communicates a “fixed” mindset about ability; some students have it, some don’t. Mostly lectures to passive students or has them plod through textbooks and worksheets.</td>
</tr>
<tr>
<td>3.9</td>
<td>Delivery of Instruction: Goals</td>
<td>Shows students exactly what’s expected by posting essential questions, goals, rubrics, and exemplars of proficient work.</td>
<td>Gives students a clear sense of purpose by posting the unit’s essential questions and the lesson’s goals.</td>
<td>Tells students the main learning objectives of each lesson.</td>
<td>Begins lessons without giving students a sense of where instruction is headed.</td>
</tr>
<tr>
<td>3.10</td>
<td>Delivery of Instruction: Connections and Application</td>
<td>Always grabs students’ interest and makes connections to prior knowledge, experience, and reading. Consistently has students summarize and internalize what they learn and apply it to real-life situations.</td>
<td>Activates students’ prior knowledge and hooks their interest in each unit and lesson. Has students sum up what they have learned and apply it in a different context.</td>
<td>Is only sometimes successful in making the subject interesting and relating it to things students already know. Sometimes brings closure to lessons and asks students to think about applications.</td>
<td>Rarely hooks students’ interest or makes connections to their lives. Moves on at the end of each lesson without closure or application.</td>
</tr>
<tr>
<td>3.11</td>
<td>Delivery of Instruction: Clarify</td>
<td>Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language for student age and stages of development.</td>
<td>Uses clear explanations, appropriate language, and good examples to present material.</td>
<td>Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate for student age and stages of development.</td>
<td>Often presents material in a confusing way, using language that is inappropriate.</td>
</tr>
<tr>
<td>3.12</td>
<td>Delivery of Instruction: Repertoire (variety of instruction)</td>
<td>Orchestrates highly effective strategies, materials, and groupings to involve and motivate students.</td>
<td>Orchestrates effective strategies, materials, and classroom groupings to foster student learning.</td>
<td>Uses a limited range of classroom strategies, materials, and groupings with mixed success.</td>
<td>Uses only one or two teaching strategies and types of materials and fails to reach most students.</td>
</tr>
<tr>
<td>3.13</td>
<td>Delivery of Instruction: Differentiation</td>
<td>Successfully reaches all students by skillfully differentiating and scaffolding.</td>
<td>Differentiates and scaffolds instruction to accommodate most students’ learning needs.</td>
<td>Attempts to accommodate students with learning deficits, but with mixed success.</td>
<td>Fails to differentiate instruction for students with learning deficits.</td>
</tr>
<tr>
<td>#</td>
<td>Domain: Standard</td>
<td>Highly Effective</td>
<td>Effective</td>
<td>Improvement Necessary</td>
<td>Does Not Meet Standards</td>
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<tr>
<td>4.14</td>
<td>Monitoring, Assessment, and Follow-Up: Criteria and Recognition</td>
<td>Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them. Frequently posts students' work with commentary and uses it to motivate and direct effort.</td>
<td>Posts clear criteria for proficiency, including rubrics and exemplars of student work. Regularly posts students' work to make visible and celebrate their progress with respect to standards.</td>
<td>Tells students some of the qualities that their finished work should exhibit. Posts some 'A' student work as an example to others.</td>
<td>Expected students to know (or figure out) what it takes to get good grades. Posts only a few samples of student work or none at all.</td>
</tr>
<tr>
<td>4.15</td>
<td>Monitoring, Assessment, and Follow-Up: Diagnostic Assessment</td>
<td>Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.</td>
<td>Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.</td>
<td>Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.</td>
<td>Begins instruction without diagnosing students' skills and knowledge.</td>
</tr>
<tr>
<td>4.16</td>
<td>Monitoring, Assessment, and Follow-Up: Formative Assessment</td>
<td>Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students. Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.</td>
<td>Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students. Frequently checks for understanding and gives students helpful information if they seem confused.</td>
<td>Looks over students' tests to see if there is anything that needs to be re-taught. Uses moderately effective methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.</td>
<td>Gives tests and moves on without analyzing them and following up with students. Uses ineffective methods (&quot;Is everyone with me?&quot;) to check for understanding.</td>
</tr>
<tr>
<td>4.17</td>
<td>Monitoring, Assessment, and Follow-Up: Self-Assessment</td>
<td>Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.</td>
<td>Has students set goals, self-assess, and know where they stand academically at all times.</td>
<td>Urges students to look over their work, see where they had trouble, and aim to improve those areas.</td>
<td>Allows students to move on without assessing and improving problems in their work.</td>
</tr>
<tr>
<td>4.18</td>
<td>Monitoring, Assessment, and Follow-Up: Reflection and Analysis</td>
<td>Works with colleagues to reflect on what worked and what didn't and continuously improves instruction.</td>
<td>Reflects on the effectiveness of lessons and units and continuously works to improve them.</td>
<td>At the end of a teaching unit or semester, thinks about what might have been done better.</td>
<td>Does not draw lessons for the future when teaching is unsuccessful.</td>
</tr>
<tr>
<td>5.19</td>
<td>Family and Community Outreach: Belief</td>
<td>Shows each parent an in-depth knowledge (e.g., academic, cultural, values, beliefs) of his/her child and a strong belief he/she will meet or exceed standards.</td>
<td>Communicates respectfully with parents, is sensitive to cultural values, and is genuine in believing in each child's ability to reach standards.</td>
<td>Tries to be sensitive to family culture and beliefs and communicates that he or she cares about the child, wanting the best for the child.</td>
<td>Is insensitive to family values or culture and does not communicate knowledge of the child or concern about his or her future.</td>
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<tr>
<td>#</td>
<td>Domain: Standard</td>
<td>Highly Effective</td>
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<tr>
<td>5.20</td>
<td>Family and Community Outreach: Communication</td>
<td>Gives parents clear, user-friendly and on-going curricular, learning and behavior expectations; focusing on the child’s positive news first before communicating any red-flag issues.</td>
<td>Clearly communicates and updates parents regarding curriculum, learning, and behavioral expectations; describing both current issues and good news situations.</td>
<td>Sent home classroom rules and syllabus at the beginning of the class or year; communicates when an issue arises or to offer an occasional suggestion of how parents can support schoolwork.</td>
<td>Does not inform parents about learning or behavioral expectations; seldom communicates concerns, positive news, or ways in which parents can support their child’s learning.</td>
</tr>
<tr>
<td>5.21</td>
<td>Family and Community Outreach: Responsiveness</td>
<td>Deals immediately and successfully with parent concerns and makes parents feel welcome any time.</td>
<td>Responds promptly to parent concerns and makes parents feel welcome at school.</td>
<td>Is slow to respond to some parent concerns and gives off an unwelcome vibe.</td>
<td>Does not respond to parent concerns and makes parents feel unwelcome in the classroom.</td>
</tr>
<tr>
<td>6.22</td>
<td>Professional Responsibilities: Professionalism</td>
<td>Presents self as a consummate professional and always observes appropriate boundaries.</td>
<td>Demonstrates professional demeanor and maintains appropriate boundaries.</td>
<td>Occasionally acts and/or dresses in an unprofessional manner and violates boundaries.</td>
<td>Frequently acts and/or dresses in an unprofessional manner and violates boundaries.</td>
</tr>
<tr>
<td>6.23</td>
<td>Professional Responsibilities: Teamwork</td>
<td>Is an important member of teacher teams and committees. Contributes valuable ideas and expertise that furthers school mission. Meets at least weekly to plan units, share ideas and analyze interim assessments.</td>
<td>Shares responsibilities for grade-level and school-wide activities. Is a positive team player and contributes ideas, expertise to school mission. Collaborates with colleagues to plan units, share teaching ideas and look at student work.</td>
<td>Occasionally suggests an idea aimed at improving the school. Meets occasionally with colleagues to share ideas about teaching and students.</td>
<td>Rarely, if ever, contributes ideas that might help improve the school. Meets infrequently with colleagues, and conversations lack substance.</td>
</tr>
<tr>
<td>6.24</td>
<td>Professional Responsibilities: Self-Improvement</td>
<td>Actively seeks out best-practices and feedback, suggestions, professional workshops, study groups, reading and research to improve performance.</td>
<td>Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective teaching ideas from supervisors, colleagues and other sources.</td>
<td>Is somewhat defensive but does listen to feedback and suggestions. Keeps an eye out for new ideas to improve teaching and learning.</td>
<td>Is very defensive about criticism and resistant to changing classroom practice and is not open to ideas for responding, teaching and learning.</td>
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This form may be used as a reference for yearly goal-setting and reflection. It may also provide indicators of professional development needs within a building.

*Note: All goals need to be tied directly to teaching standards and collected data. Goal-setting is documented on the Professional Growth Plan form.*
Domain 1: Planning and Preparation for Learning

Standard 1: Knowledge of Content and Students

Guiding Questions:
- Does the teacher have a sufficient (quantity) and proficient (quality) knowledge of the subject matter being taught?
- Is the content appropriate for the age and development of students?
- Does the teacher tailor content to students’ developmental needs?

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<td>Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.</td>
<td>Knows the subject matter well and has a good grasp of child development and how students learn.</td>
<td>Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.</td>
<td>Has little familiarity with the subject matter and few ideas of how to teach it and how students learn.</td>
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Possible evidence to look for:
- Posted goals and learning objectives include content material and are age-appropriate.
- Teacher is able to supplement information provided by textbooks with own learned knowledge.
- Teacher is comfortable answering questions and providing in-depth learning opportunities.
- Teacher is learning new things about his/her content and incorporating this new knowledge into the classroom.
- Teacher adjusts planning and preparation based on classroom assessments.
Domain 1: Planning and Preparation for Learning  
Standard 2: Plans, Alignment, and Lessons

**Guiding Questions:**
- Is the content being taught connected to state, district, or national standards?
- Is the content being taught connected to the previous or next lesson?
- Can the teacher state his/her student learning goals? Are these goals measurable? Are they stated in terms of student learning?

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- **Has a well-honed game plan for the year that is tightly aligned with state standards and assessments. Plans units backwards and designs unit lessons with clear measurable goals closely aligned with standards and outcomes, with all of Bloom’s levels included.**
- **Plans the year so students will meet state standards and be ready for external assessments. Plans most units backwards and designs lessons focused on measurable outcomes aligned with unit goals and state standards, with some of Bloom’s levels included.**
- **Has done some thinking about how to cover standards and test requirements. Plans lessons with some thought to larger goals and objectives and plans lessons with unit goals in mind.**
- **Plans lesson by lesson and has little familiarity with state standards and assessments. Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals and lessons are planned primarily for entertaining students or covering textbook chapters.**

**Possible evidence to look for:**
- Teacher develops standards-based lessons with PLC team.
- Year-long, unit, and weekly lesson plans have been developed that include learning goals and learning objectives.
- Students can tell how and why the lesson is connected to previous learning because lesson and unit objectives are posted for students to know and understand and are connected to long-term learning goals.
- Teacher anticipates misunderstandings students might have and plans strategies for eliminating them.
- Students demonstrate success on external assessments.
Domain 1: Planning and Preparation for Learning  
Standard 3: Assessment

Guiding Questions:
- Is the teacher familiar with the wide variety of assessment options that are available, and is he/she able to explain how to use those assessments effectively?
- Does the teacher connect classroom and district assessments with learning goals?
- In what way does the teacher use formative and summative assessments to inform planning, guide instruction, and provide meaningful feedback?

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Prepares and designs diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.

Plans unit and on-the-spot assessments to measure student learning.

Drafts unit tests as instruction proceeds. Little or no evidence of assessment planning is evident.

Writes final tests shortly before they are given. Prior planning is not evident.

Possible evidence to look for:
- A variety of formative and summative assessments are in use.
- The teacher has an organized assessment system that can be easily explained and understood.
- The teacher keeps detailed records of assessments and uses those records to develop relevant and rigorous unit, weekly, and daily lesson plans.
- The teacher knows the levels and needs of the students based on formative and summative assessments and uses that information to intervene and re-teach where needed.
- Students are aware of their assessment results and know how they are progressing toward the learning goals.
Domain 2: Classroom Management

Standard 4: Expectations

Guiding Questions:
- Can the teacher clearly articulate classroom and school expectations?
- Does the teacher enforce classroom and school expectations?
- Do students have ownership of classroom and school expectations?

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Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.

- Clearly communicates and consistently enforces high standards for student behavior.
- Announces and posts classroom rules and consequences.
- Comes up with ad hoc rules and consequences as events unfold during the year.

Possible evidence to look for:
- Classroom expectations are posted, taught, reinforced, and re-taught.
- Students are aware of classroom and school expectations.
- Students demonstrate ownership of classroom and school expectations.
Domain 2: Classroom Management

Standard 5: Relationships/Respect

Guiding Questions:
- Do students feel safe, respected and valued?
- How does the teacher respond to students’ treatment of each other in the classroom?
- Is the teacher familiar with behavior systems that promote climates of respect and learning?

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<td>Shows warmth, caring, respect, and fairness for all students and builds strong relationships. Wins all students’ respect and creates a climate in which disruption of learning is unthinkable.</td>
<td>Is fair and respectful toward students and builds positive relationships. Commands respect and refuses to tolerate disruption.</td>
<td>Is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the classroom.</td>
<td>Is sometimes unfair and disrespectful to the class; plays favorites. Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.</td>
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Possible evidence to look for:
- Teacher successfully develops students' self-discipline, self-confidence, and a sense of responsibility.
- Teacher is poised and dynamic and nips virtually all discipline problems in the bud.
- Teacher uses a variety of methods and strategies to group students for instruction.
- Students are engaged in classroom learning and activities.
Domain 2: Classroom Management

Standard 6: Socio-emotional

Guiding Questions:
- Does the teacher understand the critical elements of teaching, positive reinforcement, and logical consequences via the school’s behavior support system?
- Is the teacher aware of strategies that reinforce positive behavior and can help prevent negative behavior?
- Is the teacher aware of the importance of prevention versus reaction in dealing with negative behavior?

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<td>Implements a program that successfully develops positive interactions and social-emotional skills.</td>
<td>Fosters positive interactions among students and teaches useful social skills.</td>
<td>Often lectures students on the need for good behavior and makes an example of “bad” students.</td>
<td>Publicly berates “bad” students, blaming them for their poor behavior.</td>
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Possible evidence to look for:
- The teacher is familiar with and uses effective behavior strategies to maintain positive behavior in the classroom.
- The teacher is involved with the behavior support system or culture team at the school.
- Students are well behaved, treat one another with respect, and follow directions.
Domain 2: Classroom Management  
Standard 7: Routines and Efficiency

Guiding Questions:
- Does the teacher have a coherent and comprehensive system for managing classroom procedures?
- Do students have ownership during transitions and know what is expected of them so that instructional time is not lost?
- Do students have access to the instructional materials they need to be successful?
- Is the room set-up and classroom environment safe, accessible, and conducive to high levels of learning?

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<td>Successfully inculcates class routines so that students maintain them throughout the year. Uses coherence, lesson momentum and silky-smooth transitions to get the most out of every minute.</td>
<td>Teaches routines and has students maintain them all year. Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.</td>
<td>Tries to train students in class routines, but many of the routines are not maintained. Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.</td>
<td>Does not teach routines and is constantly nagging, threatening, and punishing students. Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.</td>
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Possible evidence to look for:
- Classroom is organized, attractive, and welcoming.
- Instructional time is not lost during transitions.
- The teacher has a very clear and articulated system for managing all classroom procedures.
- Students know, understand, and can explain the classroom management system to others.
Domain 3: Delivery of Instruction

Standard 8: Engagement and Mindset

Guiding Questions:
- Is lesson delivery clear and easy to understand?
- Does the teacher use a variety of instructional strategies?
- In what ways does the teacher activate students’ prior knowledge?
- How is instruction differentiated to meet the needs of all learners?
- Does the instructional lesson elicit higher-level thinking and problem-solving?
- How does the teacher create high levels of engagement?
- Does the teacher use a variety of questioning techniques to engage students?

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Teaches students to be risk-takers, learn from mistakes and to be problem solvers. Students are highly involved in focused work.

Tells students it’s okay to make mistakes; effective effort is the key. Has students think about, discuss, and use the ideas and skills being taught.

Tells students that making mistakes doesn’t mean they’re stupid; they can learn from errors. Attempts to get students actively involved but some are disengaged.

Communicates a “fixed” mindset about ability; some students have it, some don’t. Mostly lectures to passive students or has them plod through textbooks and worksheets.

Possible evidence to look for:
- Students are actively engaged in learning.
- The teacher is organized, knows the required learning goals, and is effectively able to communicate those goals and their learning objectives to students in a way that they understand and learn what is delivered.
- The teacher exudes high expectations and determination, and convinces all students they will master the material. Conveys: this is important, you can do it, and I’m not giving up on you.
- The teacher orchestrates highly-effective strategies, materials, and groupings to involve and motivate students.
Domain 3: Delivery of Instruction

Standard 9: Goals

Guiding Questions:
- Does the teacher post learning goals and/or learning objectives in the classroom?
- Are students aware of and reference learning goals and learning objectives?
- Do students use rubrics to guide learning and self-evaluation?

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<td>Shows students exactly what’s expected by posting essential questions, goals, rubrics, and exemplars of proficient work.</td>
<td>Gives students a clear sense of purpose by posting the unit’s essential questions and the lesson’s goals.</td>
<td>Tells students the main learning objectives of each lesson.</td>
<td>Begins lessons without giving students a sense of where instruction is headed.</td>
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Possible evidence to look for:
- The teacher knows required learning goals and is effectively able to communicate those goals and their objectives to students in a way that they understand and learn what is delivered.
- Essential questions, goals, rubrics or anchor papers (exemplars) are posted in class.
-Posted learning goals and/or learning objectives in the classroom include content material.
- Students identify and clearly communicate learning goals.
- Students utilize rubrics to guide assignments and learning.
Domain 3: Delivery of Instruction

Standard 10: Connections and Application

Guiding Questions:
- In what way does the teacher activate prior knowledge?
- Do students connect prior learning to new concepts and material?
- Are lessons and concepts being compared to real world situations and experiences?

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<td>Always grabs students’ interest and makes connections to prior knowledge, experience, and reading. Consistently has students summarize and internalize what they learn and apply it to real-life situations.</td>
<td>Activates students’ prior knowledge and hooks their interest in each unit and lesson. Has students sum up what they have learned and apply it in a different context.</td>
<td>Is only sometimes successful in making the subject interesting and relating it to things students already know. Sometimes brings closure to lessons and asks students to think about applications.</td>
<td>Rarely hooks students’ interest or makes connections to their lives. Moves on at the end of each lesson without closure or application.</td>
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Possible evidence to look for:
- Teacher and students close lessons or assignments routinely by connecting to prior and future learning.
- Real life objects/materials (Realia) that connect to lesson concepts are used in the classroom.
- Teacher designs real world learning opportunities (e.g., science fairs, field trips, guest speakers, etc.).
- Teacher capitalizes on teachable moments.
- Students are empowered to make connections to deeper understanding.
Domain 3: Delivery of Instruction

Standard 11: Clarity

Guiding Questions:
- Is lesson delivery clear and easy to understand?
- Does the teacher use a variety of instructional techniques?
- How does the teacher use frequent formative (on-going) assessment techniques to monitor and adjust instruction?

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<td>Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language for student age and stages of development.</td>
<td>Uses clear explanations, appropriate language, and good examples to present material.</td>
<td>Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate for student age and stages of development.</td>
<td>Often presents material in a confusing way, using language that is inappropriate.</td>
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Possible evidence to look for:
- Students are actively engaged in learning.
- The teacher is effectively able to communicate learning goals and objectives to students in a way that they understand and learn what is delivered.
- Learning goals and objectives are clear to students.
- The teacher has an organized method of lesson delivery.
Domain 3: Delivery of Instruction

Standard 12: Repertoire (variety of instruction)

Guiding Questions:
- Does the teacher create high levels of engagement?
- Does the instructional lesson elicit higher-order thinking and problem-solving?
- Does the teacher use a variety of questioning techniques to engage students?
- Does the teacher have a variety of scaffolding techniques?
- How does the teacher group students for the planned lesson?
- Does the teacher use a variety of tools and strategies to engage and motivate students?

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Orchestrates highly effective strategies, materials, and groupings to involve and motivate students.

Orchestrates effective strategies, materials, and classroom groupings to foster student learning.

Uses a limited range of classroom strategies, materials, and groupings with mixed success.

Uses only one or two teaching strategies and types of materials and fails to reach most students.

Possible evidence to look for:
- The teacher uses multiple learning strategies to engage students (e.g., technology, music, art, hands-on learning opportunities, high-level questioning, integration of other subjects, student grouping, etc.).
- Teaching strategies lead to active student engagement in learning (e.g., writing, discussion, learning through reading, or other active participation).
- Student learning is supplemented by a variety of scaffolding techniques (e.g., KWL, adapted text, cloze notes, etc.).
- Multiple learning strategies and student protocols are implemented.
- Student discourse is evident (e.g., think-pair-share, reflection, etc.).
Domain 3: Delivery of Instruction

Standard 13: Differentiation (adapting to individual learning needs)

Guiding Questions:
- How is instruction differentiated to meet the needs of all learners?
- Does the teacher have competent knowledge of individual student learning needs?
- Does the teacher effectively apply and use information gathered about individual student learning/cultural needs to lesson delivery methods?
- Does the teacher use a variety of instructional strategies?

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Successfully reaches all students by skillfully differentiating and scaffolding.

Differiates and scaffolds instruction to accommodate most students’ learning needs.

Attempts to accommodate students with learning deficits, but with mixed success.

Fails to differentiate instruction for students with learning deficits.

Possible evidence to look for:
- Instructional delivery is differentiated to meet the learning needs of all learners (e.g., Realia, music, etc.).
- Lesson materials are tailored to student needs (e.g., leveled questions, pre-reading and pre-teaching, cloze notes, graphic organizers, etc.).
- The planned instruction is relevant to student learning styles and needs and to cultural differences.
Domain 4: Monitoring, Assessment, and Follow-Up  

### Standard 14: Criteria and Recognition

#### Guiding Questions:
- Are students aware of criteria that will be used to assess their work?
- Can students explain these criteria to another student or teacher?
- Do students have access to rubrics or criteria before they are used?
- Are criteria used to review work with students to help guide future learning and effort?

#### Scoring Rubric

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- **Highly Effective**: Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them. Frequently posts students’ work with commentary and uses it to motivate and direct effort.
- **Effective**: Posts clear criteria for proficiency, including rubrics and exemplars of student work. Regularly posts students’ work to make visible and celebrate their progress with respect to standards.
- **Improvement Necessary**: Tells students some of the qualities that their finished work should exhibit. Posts some ‘A’ student work as an example to others.
- **Does Not Meet Standards**: Expects students to know (or figure out) what it takes to get good grades. Posts only a few samples of student work or none at all.

#### Possible evidence to look for:
- Student work is seen in the classroom and is used to motivate and guide student learning.
- Assessment rubrics and guidelines are accessible or posted in the room.
- Criteria for work have been reviewed with students and are revisited before being used to assess assignments.
- Clear criteria are provided (i.e., verbal and written directions) for work on smaller assignments.
- Teacher feedback/commentary with +/-delta is provided to students on larger projects.
- Both teacher and students exchange feedback (i.e., +/-delta) on larger projects.
Domain 4: Monitoring, Assessment, and Follow-Up

Standard 15: Diagnostic Assessment

Guiding Questions:
- Is the teacher familiar with the distinction between assessment for learning (formative) and assessment of learning (summative)?
- What kind of assessment data does the teacher use to inform instruction?
- How does the teacher use formative and summative assessment data?

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Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.

Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.

Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.

Begins instruction without diagnosing students' skills and knowledge.

Possible evidence to look for:
- The teacher can describe how he/she uses assessment prior to instruction.
- The teacher has detailed assessment data and records on student performance.
- Appropriate diagnostic assessments are developed based on the learning goals of the unit.
- Lesson plans incorporate data from pre-assessments (i.e., diagnostics) and are revised accordingly.
Domain 4: Monitoring, Assessment, and Follow-Up

Standard 16: Formative Assessment

Guiding Questions:
- Is the teacher frequently checking for any student misunderstandings or weak areas of learning?
- Is the learning objective of the lesson clear to both students and teacher so that misunderstandings can be identified?
- Does the teacher relate interim and on-the-spot (i.e., formative) assessments to diagnostic assessments?

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- Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students. Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.
- Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students. Frequently checks for understanding and gives students helpful information if they seem confused.
- Looks over students’ tests to see if there is anything that needs to be re-taught. Uses moderately effective methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.
- Gives tests and moves on without analyzing them and following up with students. Uses ineffective methods (“Is everyone with me?”) to check for understanding.

Possible evidence to look for:
- The teacher moves around the room engaging in short, probing conversations with students.
- The teacher convenes small groups to check for clarity.
- Flexible ability groups are seen in the classroom to meet varying needs of students.
- Portfolio of data are used to track struggling students and their progress.
Domain 4: Monitoring, Assessment, and Follow-Up  
Standard 17: Self-Assessment

**Guiding Questions:**
- Do students set goals for their learning and progress? Weekly? By unit? Yearly?
- What parts of students' learning are they responsible for and held accountable for?
- Are students being provided timely feedback about their progress in different areas?

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<td>Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.</td>
<td>Has students set goals, self-assess, and know where they stand academically at all times.</td>
<td>Urges students to look over their work, see where they had trouble, and aim to improve those areas.</td>
<td>Allows students to move on without assessing and improving problems in their work.</td>
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**Possible evidence to look for:**
- Students are aware of their current level of performance and areas in which they can improve.
- Students have set realistic and attainable goals for their learning and are given a chance to reflect and revise them.
- Students apply information learned in assessments to setting learning goals.
Domain 4: Monitoring, Assessment, and Follow-Up

Standard 18: Reflection and Analysis

Guiding Questions:
- Are grade-level teams meeting regularly to review student/unit progress and to plan for future lessons?
- Does the teacher have in-depth knowledge of the subject area? Do they review any weak areas before teaching the subject?
- Is the teacher a self-directed learner when it comes to professional growth opportunities?

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Works with colleagues to reflect on what worked and what didn’t and continuously improves instruction.
Reflects on the effectiveness of lessons and units and continuously works to improve them.
At the end of a teaching unit or semester, thinks about what might have been done better.
Does not draw lessons for the future when teaching is unsuccessful.

Possible evidence to look for:
- The teacher participates in regularly scheduled meetings with the grade-level team to collaborate on curriculum planning and assessment data.
- The teacher can describe best practices when it comes to instruction, the content area, and research.
- The teacher is constantly pursuing professional growth opportunities and applies what he/she learns.
- The teacher has archival records of lesson plans with annotations denoting successes, possible revisions and/or need to revisit structure and objective of lessons.
- When appropriate, teacher utilizes student feedback.
Domain 5: Family and Community Outreach  
Standard 19: Belief

Guiding Questions:
- Does the teacher communicate, both verbally and nonverbally, a belief all students can and should succeed?
- Does the teacher know their students?
- Does the teacher understand their students’ needs?
- Does the teacher ask and seek out information about students’ backgrounds?
- Does the teacher access school and district resources to support students?
- Does the teacher take into account not only the learning, but also the cultural needs of the students?

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Improvement Necessary</th>
<th>Does Not Meet Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
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</table>

Shows each parent an in-depth knowledge (e.g., academic, cultural, values, beliefs) of his/her child and a strong belief he/she will meet or exceed standards.
Communicates respectfully with parents, is sensitive to cultural values, and is genuine in believing in each child’s ability to reach standards.
Tries to be sensitive to family culture and beliefs and communicates that he or she cares about the child, wanting the best for the child.
Is insensitive to family values or culture and does not communicate knowledge of the child or concern about his or her future.

Possible evidence to look for:
- The teacher displays exemplar student work in the room or hallway outside the room.
- The teacher has developed and implemented a system of student recognition for meeting learning and behavioral expectations.
- The teacher has been trained in SIOP, assessment, curriculum design, understanding poverty, and/or other workshops that help him/her to understand and best teach to students’ backgrounds, culture, and learning styles.
- The teacher can demonstrate how he/she has tailored the lesson based on the learning styles and cultural needs of students.
- The teacher builds upon students’ prior knowledge and experiences and is aware of the cultural differences of all students.
- The teacher has home/school communication logs, emails, classroom visits, etc.
Domain 5: Family and Community Outreach

Standard 20: Communication

Guiding Questions:
- Does the teacher communicate effectively and respectfully with parents and community members?
- What methods are used by the teacher to communicate?
- Does the teacher communicate student progress in a timely manner to students and parents?
- Does the teacher communicate approaching learning goals to parents?

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</table>

Gives parents clear, user-friendly and on-going curricular, learning and behavior expectations; focusing on the child’s positive news first before communicating any red-flag issues.

Clearly communicates and updates parents regarding curriculum, learning, and behavioral expectations; describing both current issues and good news situations.

Sent home classroom rules and syllabus at the beginning of the class or year; communicates when an issue arises or to offer an occasional suggestion of how parents can support schoolwork.

Does not inform parents about learning or behavioral expectations; seldom communicates concerns, positive news, or ways in which parents can support their child’s learning.

Possible evidence to look for:
- The teacher communicates in a respectful and positive manner with parents.
- The teacher communicates with parents from a “cup half full” rather than a “cup half empty” view.
- Grades are posted in a timely manner.
- Student work is returned and feedback given in a timely manner.
- The teacher has a system for communicating with parents.
- The teacher is available to meet during his/her workday and communicates this with parents.
Domain 5: Family and Community Outreach

Standard 21: Responsiveness

Guiding Questions:
- Does the teacher communicate respectfully, effectively and clearly with parents?
- Does the teacher respond to parent questions or concerns in a timely manner?
- Is the teacher proactive in working with parents in situations that have the potential to turn negative?

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<tr>
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</table>

Deals immediately and successfully with parent concerns and makes parents feel welcome any time.

Responds promptly to parent concerns and makes parents feel welcome at school.

Is slow to respond to some parent concerns and gives off an unwelcome vibe.

Does not respond to parent concerns and makes parents feel unwelcome in the classroom.

Possible evidence to look for:
- The teacher communicates with parents in a respectful and positive manner in all situations.
- The teacher responds to parent concerns within a day of receiving them.
- The teacher meets with a parent at school in a location that is conducive to the agenda of the conference.
- The teacher shows empathy to parent concerns.
- The teachers’ non-verbal cues match what he/she is saying to the parent.
Domain 6: Professional Responsibilities  Standard 22: Professionalism

Guiding Questions:
- Does the teacher respond professionally to all constituents: parents, students, colleagues, supervisors and the community?
- What kind of recordkeeping and documentation system does the teacher use to keep track of communication with all stakeholders? How effective is that system?
- Does the teacher reliably perform required duties as assigned?

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<thead>
<tr>
<th>Highly Effective 4</th>
<th>Effective 3</th>
<th>Improvement Necessary 2</th>
<th>Does Not Meet Standards 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents self as a consummate professional and always observes appropriate boundaries.</td>
<td>Demonstrates professional demeanor and maintains appropriate boundaries.</td>
<td>Occasionally acts and/or dresses in an unprofessional manner and violates boundaries.</td>
<td>Frequently acts and/or dresses in an unprofessional manner and violates boundaries.</td>
</tr>
</tbody>
</table>

Possible evidence to look for:
- The teacher communicates in a respectful and positive manner to everyone.
- The teacher’s recordkeeping system is clear, organized, up-to-date, and easy to understand.
- The teacher can be counted on to complete all required duties, reports and paperwork.
- The qualities of a consummate professional may include regular attendance and punctuality, appropriateness of dress, ethical and honest judgment, respect of boundaries and confidentiality, and among other qualities applicable to the position and school expectations.
Domain 6: Professional Responsibilities

Standard 23: Teamwork

Guiding Questions:
- Is the teacher aware of building and district initiatives?
- How does the teacher support these initiatives?
- What strategies or actions does the teacher apply to facilitate the implementation of building and district initiatives?
- What leadership roles has the teacher pursued at the school and district level?
- Does the teacher positively contribute to the school’s mission?

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</table>

Is an important member of teacher teams and committees. Contributes valuable ideas and expertise that furthers school mission. Meets at least weekly to plan units, share ideas and analyze interim assessments.

Shares responsibilities for grade-level and school-wide activities. Is a positive team player and contributes ideas, expertise to school mission. Collaborates with colleagues to plan units, share teaching ideas and look at student work.

Occasionally suggests an idea aimed at improving the school. Meets occasionally with colleagues to share ideas about teaching and students.

Rarely, if ever, contributes ideas that might help improve the school. Meets infrequently with colleagues, and conversations lack substance.

Possible evidence to look for:
- The teacher is able to inspire others to adopt, support, and participate in building and district initiatives.
- The teacher highly values collaboration and positive relationships and is frequently involved in site and district improvement projects/taskforces.
- The teacher meets frequently with collaboration teams, such as PLCs.
- The teacher positively contributes to the school’s mission.
Domain 6: Professional Responsibilities

Standard 24: Self-Improvement

Guiding Questions:

- Is the teacher a self-directed learner when it comes to professional growth opportunities?
- What leadership roles has the teacher pursued at the school and district level?

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Actively seeks out best-practices and feedback, suggestions, professional workshops, study groups, reading and research to improve performance.

Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective teaching ideas from supervisors, colleagues and other sources.

Is somewhat defensive but does listen to feedback and suggestions. Keeps an eye out for new ideas to improve teaching and learning.

Is very defensive about criticism and resistant to changing classroom practice and is not open to ideas for responding, teaching and learning.

Possible evidence to look for:

- The teacher can describe best practices when it comes to instruction, content area, and research.
- The teacher is constantly seeking to improve his/her performance through professional growth opportunities as a life-long learner by reading, writing, reflecting and sharing with others.
**S.O.T.E.L**

| **SAFETY** | The class is running smoothly and students can focus on learning.  
*Key Question:* Can these students focus on learning? |
| **OBJECTIVES** | The lesson objectives are clear.  
*Key Question:* Where is the lesson heading? |
| **TEACHING** | The learning experiences are being skillfully orchestrated.  
*Key Question:* Is the learning being skillfully orchestrated? |
| **ENGAGEMENT** | The students are paying attention and are involved in the lesson.  
*Key Question:* Who is doing the work here? |
| **LEARNING** | What is being taught is being learned.  
*Key Question:* Are all the students getting it? |

<table>
<thead>
<tr>
<th><strong>Effective</strong></th>
<th><strong>Highly Effective</strong></th>
</tr>
</thead>
</table>
| **Safety**  | The classroom is physically safe for students – there is no violence, name calling, bullying or the like.  
In addition to physical safety, the class is psychologically safe – students feel able to take intellectual risks. |
| **Objectives** | The lesson is aligned with state standards in terms of rigor and content, and its purpose is clear.  
In addition, students see how lessons fit into the unit and the year’s curriculum; “essential questions” are on the wall, and the class frequently refers to them. |
| **Teaching** | The teacher is using a repertoire of well-chosen instructional strategies to teach the materials.  
In addition, the lesson is skillfully differentiated to reach student subgroups. |
| **Engagement** | Students are attentive and involved in the lesson.  
There’s ‘mind-on’ involvement, and students are taking responsibility for their own learning. |
| **Learning** | The teacher regularly uses formative assessments to check for understanding and follows up when learning problems appear.  
In addition to formative assessments, the teacher uses interim assessment results to ensure all students are learning. |

(Marshall, 2009)
<table>
<thead>
<tr>
<th>OCT</th>
<th>Day</th>
<th>Comments</th>
<th>Feedback Given</th>
</tr>
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<tbody>
<tr>
<td>Ex: Smith, Sally</td>
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### Exhibit 4.1

#### Mini-Observation Notes

**MINI-OBSERVATIONS 2009-2010**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Abidi</td>
<td>Nov 10</td>
<td>- Great work on worksheet, good participation, teaching too much.</td>
</tr>
<tr>
<td>Sylvia Alcock</td>
<td>Nov 10</td>
<td>- Worksheet on African culture and related resources (high level)</td>
</tr>
<tr>
<td>Kwame Amoah</td>
<td>Nov 10</td>
<td>- Group work on African culture and related resources (high level)</td>
</tr>
<tr>
<td>Sonia Astrid</td>
<td>Nov 10</td>
<td>- Group work on African culture and related resources (high level)</td>
</tr>
<tr>
<td>Monica Avila</td>
<td>Nov 10</td>
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</tr>
<tr>
<td>Angela Bailey</td>
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<tr>
<td>Constance Bartlett</td>
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<td>Mark Bonner</td>
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<tr>
<td>Allen Buchner</td>
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<tr>
<td>Natalie Chion</td>
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<td>Darice Colombo</td>
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<td>Harry Copa</td>
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<td>Frank Cupido</td>
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<tr>
<td>Raymond Garcia</td>
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<tr>
<td>Jeff Gold</td>
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<tr>
<td>Brian Gottlieb</td>
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<tr>
<td>Sartreina Harvey</td>
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<tr>
<td>Kathleen Hennessy</td>
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<tr>
<td>Lada Jaworski</td>
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<tr>
<td>Kelly Jones</td>
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<tr>
<td>Andrew Kelsey</td>
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<tr>
<td>Adrienne Kinsey</td>
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<tr>
<td>Joshua Koren</td>
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<tr>
<td>Marc Leonelado</td>
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<td>Lynn Liu</td>
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<tr>
<td>Tyson Matsumoto</td>
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<tr>
<td>Katherine May</td>
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<tr>
<td>Jacqueline Maynard</td>
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<td>Matthew Ong</td>
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<tr>
<td>Agnes O'Nielas</td>
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<tr>
<td>Jo Phan</td>
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<td>Michael Priest</td>
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<td>Misra Roth</td>
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<td>Deepak Shikha</td>
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<td>Naomai Simon</td>
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<tr>
<td>Ginger Sims</td>
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<td>Robert Singleton</td>
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<tr>
<td>Katraina Smirnova</td>
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<tr>
<td>Jessica Wolfi</td>
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<tr>
<td>Kathy Zimmer</td>
<td>Nov 10</td>
<td>- Group work on African culture and related resources (high level)</td>
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</tbody>
</table>
Bend-La Pine Schools

Mini-Observation Reflection

Teacher: ___________________________  Date: _______________
Observer: __________________________  Time of Observation: _______________

Accolades: __________________________  Ideas for improvement: __________________________

Support/Resources Needed: __________________________  Next Steps: __________________________
Sample

Mini-Observation Teacher Reflection Summary

Use one index card per teacher per visit

JOHN DOE
Monday, 10/1/11
9:30 am, CORE Reading Instruction

Content:

S-
O-
T-
E-
L-
Goal-Setting Form

Bend-La Pine Schools

Teacher: ____________________________  Supervisor: ____________________________

Site: ______________________________  Year: ______________  Probationary: _____  Contract: _____

Assignment: _______________________  Probationary: _____  Contract: _____

Please indicate the type of goal. Contractual teachers may use one of these goals to design their Professional Growth Plan.

<table>
<thead>
<tr>
<th>I</th>
<th>B</th>
<th>O</th>
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</thead>
<tbody>
<tr>
<td>Individual Goal after reflection of rubric</td>
<td>Building Goal from Supervisor or Supervisor</td>
<td>Other Goal (i.e. PLC, Team, Dept, Grade Level, etc.)</td>
</tr>
</tbody>
</table>

**GOAL 1**

**Goal:**

<table>
<thead>
<tr>
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<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain: 1 2 3 4 5 6</td>
<td>Standards:</td>
<td></td>
</tr>
</tbody>
</table>

Does this relate to your Professional Growth Plan? Yes  No  N/A (probationary)

How will this goal improve student learning? __________________________________________________________________________

What measurable criteria will be used to assess your goal’s success? __________________________________________________________________________

What are your plans/strategies to achieve this goal? __________________________________________________________________________

**GOAL 2**

**Goal:**

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<tbody>
<tr>
<td>Domain: 1 2 3 4 5 6</td>
<td>Standards:</td>
<td></td>
</tr>
</tbody>
</table>

Does this relate to your Professional Growth Plan? Yes  No  N/A (probationary)

How will this goal improve student learning? __________________________________________________________________________

What measurable criteria will be used to assess your goal’s success? __________________________________________________________________________

What are your plans/strategies to achieve this goal? __________________________________________________________________________

**GOAL 3**

**Goal:**

<table>
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<th>B</th>
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<tbody>
<tr>
<td>Domain: 1 2 3 4 5 6</td>
<td>Standards:</td>
<td></td>
</tr>
</tbody>
</table>

Does this relate to your Professional Growth Plan? Yes  No  N/A (probationary)

How will this goal improve student learning? __________________________________________________________________________

What measurable criteria will be used to assess your goal’s success? __________________________________________________________________________

What are your plans/strategies to achieve this goal? __________________________________________________________________________

Teacher  Date  Supervisor  Date
Bend-La Pine Schools

Professional Growth Plan

Educator: ___________________________ Assignment: ___________________________

School: ___________________________ School Year: ___________________________

Professional Growth Activity: ___________________________

Explanation: ___________________________

______________________________

Related to Domain(s) / Standards:

Domain 1: Planning and Preparation for Learning Standard: ___________________________

Domain 2: Classroom Management Standard: ___________________________

Domain 3: Delivery of Instruction Standard: ___________________________

Domain 4: Monitoring, Assessment and Follow-up Standard: ___________________________

Domain 5: Family and Community Outreach Standard: ___________________________

Domain 6: Professional Responsibilities Standard: ___________________________

How will this goal improve student learning? ___________________________

______________________________

______________________________

What measurable criteria will be used to assess your goals’ success?

______________________________

______________________________

The professional growth activity has been approved between the supervisor and teacher prior to beginning the activity.

______________________________

______________________________

______________________________

Teacher ___________________________ Supervisor ___________________________ Date ___________________________
Bend-La Pine Schools

Professional Growth Plan (Sample)

Educator: ____________________________ Assignment: ____________________________

School: ____________________________ School Year: ____________________________

Professional Growth Activity: __Action Research Project (Activity needs to align with at least one goal)__

Explanation: I will participate with my team to conduct research to determine the most effective method of teaching writing to improve student achievement. Using the rubric for writing, the student will score 4’s and 5’s in all categories on at least one paper.

Related to Domain(s) / Standards:

- Domain 1: Planning and Preparation for Learning
  - Standard: 2-Plans, alignment and lessons
- Domain 2: Classroom Management
  - Standard:
- Domain 3: Delivery of Instruction
  - Standard:
- Domain 4: Monitoring, Assessment and Follow-up
  - Standard: 14-Criteria & Recognition
- Domain 5: Family and Community Outreach
  - Standard:
- Domain 6: Professional Responsibilities
  - Standard: 23-Teamwork

How will this goal improve student learning?

Using the most effective method will give the students increase opportunity to improve their writing.

What measurable criteria will be used to assess your goals’ success?

Student writing will be assessed using the rubric from state assessments.

The professional growth activity has been approved between the supervisor and teacher prior to beginning the activity.

__________________________  ____________________________  ____________________________
Teacher                                      Supervisor                                      Date
Professional Growth: Projects/Strategies/Activities

The activities listed here are not exclusive. Teachers are encouraged to choose meaningful professional growth activities that are relevant to their work and will make a difference in their teaching. These should be chosen based on each individual’s evaluation rubric and goals. Activities listed below are meant to be suggestions and examples of potential activities.

Supervisor approval is required to make sure your idea helps support your professional growth.

Action Research Project

**Definition:** Action research is a process conducted in the classroom to improve student performance. It allows a teacher (or team of teachers) to explore new teaching strategies through a continuous process of collecting and analyzing data, making decisions based on the results of that data, collecting more information on decisions made, evaluating the results, and using those results to set new goals.

**Example:** A team of teachers wants to research effective ways to teach writing. The team decides on different writing instructional strategies and how performance data will be collected, analyzed, and shared. This could be a school-based project or an activity that involves teachers from several different schools.

**Suggestions:** The major components of action research include

- Identifying a research question regarding teaching and learning that applies to the outcome of student achievement.
- Developing a research plan that includes data to be collected, and how they will be collected and analyzed. A timeline is helpful as well.
- While data are being collected, it is recommended teachers keep a reflective journal of the project.
- Sharing the findings with other audiences.

Book Study

**Definition:** A book study can occur either with a small group of teachers or a teacher can do a book study alone. The Teaching and Learning Center (TLC) has a number of excellent sets of books that can be borrowed for a book study. Books may be selected from other sources as well.

**Example:** A group of teachers (or an individual teacher) decides they want to learn more about differentiation by reading an excellent book on the topic. They meet once a month to discuss chapters of the book and how they are applying what they are learning.
Professional Growth: Projects/Strategies/Activities - continued

**Suggestions:** Contact the Teaching and Learning Center (TLC) for more information about books the district has available. The books cover a wide variety of subjects and topics. Other great resources for educational books are: Corwin Press ([www.corwinpressss.com](http://www.corwinpressss.com)), Rowman Education ([www.rowmaneducation.com](http://www.rowmaneducation.com)), ASCD ([www.ascd.org](http://www.ascd.org)) and Heinemann Press ([www.heinemann.com](http://www.heinemann.com)).

**Curriculum Audit**

**Definition:** A curriculum audit is a way to have experts from outside your school building observe your classroom and sit down with you to analyze what you are teaching and how you are teaching it. Curriculum audits can be done alone or with a group of teachers. After the audit, you will have a deeper understanding of state standards and how to design curriculum that effectively meets those standards.

**Example:** A teacher at the secondary level requests a curriculum audit in how he/she is helping students access text. An expert in secondary reading strategies would meet with the teacher, observe instruction, model lessons, review curriculum, and then provide some concrete ideas and strategies on ways the teacher can support reading at the secondary level.

**Suggestions:** Curriculum audits can be done individually or with small groups of teachers. Teachers who are implementing a new curriculum can benefit greatly from a curriculum audit. Since audits are specific to content expertise, please contact TLC for a curriculum audit.

**Curriculum Development**

**Definition:** Curriculum development involves designing new curriculum or implementing curriculum that has been provided for the first time.

**Example:** A group of elementary teachers would like additional support for implementing the new reading adoption. They agree to meet monthly after school to share strategies they are using to implement the curriculum and share lesson plans they are developing.

**Suggestions:** Curriculum development can be done alone or in small groups. It is usually more effective in small groups because ideas and strategies can be shared. It is important to get expert advice and/or support when designing curriculum. Strong curriculum development should include a yearlong plan that is tightly aligned with state standards and assessments. Contact TLC for more information about this activity.
Professional Growth: Projects/Strategies/Activities - continued

Graduate Coursework
Definition: Graduate coursework includes classes taken to obtain a master’s degree, further your learning, or obtain an additional teaching endorsement.
Example: A teacher would like to add a reading endorsement to his/her teaching license and enrolls in a university to obtain this endorsement. Realizing this may be a several year project, he/she embarks on a multi-year journey. In addition to campus-based courses, there are now a variety of high-quality online courses that can be taken. Online courses provide the flexibility of learning without having to travel, and being able to learn on one’s own time schedule.
Suggestions: When taking courses, teachers need to be sure to share their knowledge with colleagues and supervisors. Graduate coursework can be extremely stimulating—especially when knowledge is shared with others and applied in classrooms. Teachers need pre-approval from an administrator prior to registering for classes to receive tuition reimbursement.

Technology
Definition: Any new technology (i.e., computer software, hardware, curriculum, or equipment) can fall into this category. Using new technology to improve student performance is definitely a learning process and many teachers have embarked on technology projects with great success.
Example: A teacher attends trainings and workshops in order to use the SMART Board more effectively to improve student performance. He/She then facilitates monthly staff trainings to share the knowledge gained.
Suggestions: Teachers should pick a technology about which they are excited or that they know other teachers have used successfully. All new technology innovations require training and time to implement. It may look cool and flashy, but there is a lot of hard work associated with any new technology. Teachers should have the interest, passion, and support necessary before embarking on a technology project. Many of them require additional funds which should be secured before the project is initiated.

Peer Mentoring: Providing Support to/with Colleagues
Definition: Peer mentoring is a powerful model to support teaching and learning. Peer mentoring under this definition implies a mutual relationship between peers that involves observing each other in the classroom while using the evaluation rubric, having conversations about what was observed, and making improvements based upon the conversations.
Example: Three teachers attend a Jo Robinson training and would like to see how effectively they are implementing the new strategies. They decide to meet once a month to talk about curriculum development and agree to observe each other once a month.
Suggestions: Peer mentoring under this model is completely informal. It is up to the teachers to arrange all of their interactions. It is important to have prior support of one’s administrator for this professional growth activity.

Professional Growth: Projects/Strategies/Activities - continued
Portfolio: Collection of Evidence

**Definition:** Portfolios or collections of evidence can be a powerful way to demonstrate what you have learned as a teacher.

**Example:** In order to obtain a National Board Certification, a collection of evidence must be created. This portfolio includes videotaping instruction among many other activities. A teacher who is developing a portfolio for a master’s project, Initial Supervisor License, National Board Certification, or simply to document professional growth can use a collection of evidence to demonstrate mastery.

**Suggestions:** Since portfolios not only document what one has done as a teacher but also help guide future instruction, they can be very helpful projects. They can also be used by teachers to direct energy toward student success.

Professional Development, Activities, Workshops, and Conferences

**Definition:** Bend-La Pine Schools highly values professional development and strongly encourages teachers to pursue opportunities when they become available. The district offers many professional development opportunities in addition to workshops and conferences that occur throughout the state and nation.

**Suggestions:** Professional growth is most effective when it is connected to teacher interest and/or building and district goals. When determining professional development activities to pursue, teachers should think about the areas of teaching in which they would like to grow. Building site plan or district goals should also be considered.

Videotape Analysis

**Definition:** Videotaping doesn’t have to be complex or threatening, and it can be very helpful for a teacher to observe his/her instruction. Videotaping can be done by small groups of teachers or individually.

**Example:** A single teacher can set up a video camera in the back of the classroom, hit “record,” and then watch the tape privately at a later time. Students can also be trained to videotape their teacher.

**Suggestions:** When watching a video, it is important to jot down a few notes or use the evaluation rubric to choose one or two things to improve, rather than be overwhelmed by several things observed.

Other

Teachers can create their own options for professional growth. The experience should be personally RELEVANT and MEANINGFUL.
Bend – La Pine Schools

Professional Growth Plan Tracking Form
To be completed during the professional growth activity.

<table>
<thead>
<tr>
<th>Activities/Methods</th>
<th>Resources Needed</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>

How will you document evidence of professional growth?

Reflection (complete at the end of your professional growth activity):

The professional growth activity results or progress has been discussed between the supervisor and teacher at the completion of the activity.

Teacher ___________________________  Supervisor ___________________________  Date ___________________________

Sample
### Professional Growth Plan Tracking Form *(Sample)*

*To be completed during the professional growth activity.*

<table>
<thead>
<tr>
<th>Activities/Methods</th>
<th>Resources Needed</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Monthly meetings on 3 Tues. from 3:30-4:30</td>
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</tr>
<tr>
<td>2 Learn Action Research methods, determine data collection techniques and pre-assessed students.</td>
<td>Examples of action research in writing Examples of data collection and pre-assessments.</td>
<td>October and November</td>
</tr>
<tr>
<td>3 Review writing traits</td>
<td>Copies of traits</td>
<td>December</td>
</tr>
<tr>
<td>4 Attend conference on writing techniques</td>
<td>Funding options</td>
<td>January (through ESD)</td>
</tr>
<tr>
<td>5 Implement writing techniques</td>
<td>To be determined</td>
<td>February</td>
</tr>
<tr>
<td>6 Collect preliminary data</td>
<td>Data collection system</td>
<td>March</td>
</tr>
<tr>
<td>7 Score student papers</td>
<td>Writing samples</td>
<td>Ongoing, starting in March</td>
</tr>
</tbody>
</table>

**How will you document evidence of professional growth?**

- Certificate of training
- Data and analysis documented / shared
- Writing samples used

**Reflection (complete at the end of your professional growth activity):**

The professional growth activity results or progress has been discussed between the supervisor and teacher at the completion of the activity.

Teacher ___________________________  Supervisor ___________________________  Date ___________________________
Prior to the yearly reflection meeting, the supervisor completes the rubric checking the box for the performance level for each standard. The supervisor then shares the completed rubric with the teacher at the yearly reflection meeting.

### Bend-La Pine Schools Performance Evaluation Rubric

<table>
<thead>
<tr>
<th>#</th>
<th>Domain: Standard</th>
<th>Highly Effective 4</th>
<th>Effective 3</th>
<th>Improvement Necessary 2</th>
<th>Does Not Meet Standards 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Planning and Preparation for Learning: Knowledge of Content and Students</td>
<td>Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.</td>
<td>Knows the subject matter well and has a good grasp of child development and how students learn.</td>
<td>Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.</td>
<td>Has little familiarity with the subject matter and few ideas of how to teach it and how students learn.</td>
<td></td>
</tr>
<tr>
<td>1.2 Planning and Preparation for Learning: Plans, Alignment, and Lessons</td>
<td>Has a well-honed game plan for the year that is tightly aligned with state standards and assessments. Plans units backwards and designs unit lessons with clear measurable goals closely aligned with standards and outcomes, with all of Bloom’s levels included.</td>
<td>Plans the year so students will meet state standards and be ready for external assessments. Plans most units backwards and designs lessons focused on measurable outcomes aligned with unit goals and state standards, with some of Bloom’s levels included.</td>
<td>Has done some thinking about how to cover standards and test requirements. Plans lessons with some thought to larger goals and objectives and plans lessons with unit goals in mind.</td>
<td>Plans lesson by lesson and has little familiarity with state standards and assessments. Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals and lessons are planned primarily for entertaining students or covering textbook chapters.</td>
<td></td>
</tr>
<tr>
<td>1.3 Planning and Preparation for Learning: Assessment</td>
<td>Prepares and designs diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.</td>
<td>Plans unit and on-the-spot assessments to measure student learning.</td>
<td>Drafts unit tests as instruction proceeds. Little or no evidence of assessment planning is evident.</td>
<td>Writes final tests shortly before they are given. Prior planning is not evident.</td>
<td></td>
</tr>
<tr>
<td>2.4 Classroom Management: Expectations</td>
<td>Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.</td>
<td>Clearly communicates and consistently enforces high standards for student behavior.</td>
<td>Announces and posts classroom rules and consequences.</td>
<td>Comes up with ad hoc rules and consequences as events unfold during the year.</td>
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<tr>
<td>2.5 Classroom Management: Relationships/ Respect</td>
<td>Shows warmth, caring, respect, and fairness for all students and builds strong relationships. Wins all students’ respect and creates a climate in which disruption of learning is unthinkable.</td>
<td>Is fair and respectful toward students and builds positive relationships. Commands respect and refuses to tolerate disruption.</td>
<td>Is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the classroom.</td>
<td>Is sometimes unfair and disrespectful to the class; plays favorites. Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.</td>
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<td>2.6</td>
<td>Classroom Management: Socio-emotional</td>
<td>Implements a program that successfully develops positive interactions and social-emotional skills.</td>
<td>Fosters positive interactions among students and teaches useful social skills.</td>
<td>Often lectures students on the need for good behavior and makes an example of “bad” students.</td>
<td>Publicly berates “bad” students, blaming them for their poor behavior.</td>
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<tr>
<td>2.7</td>
<td>Classroom Management: Routines, and Efficiency</td>
<td>Successfully inculcates class routines so that students maintain them throughout the year. Uses coherence, lesson momentum and silky-smooth transitions to get the most out of every minute.</td>
<td>Teaches routines and has students maintain them all year. Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.</td>
<td>Tries to train students in class routines but many of the routines are not maintained. Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.</td>
<td>Does not teach routines and is constantly nagging, threatening, and punishing students. Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.</td>
</tr>
<tr>
<td>2.8</td>
<td>Delivery of Instruction: Engagement, and Mindset</td>
<td>Teaches students to be risk-takers, learn from mistakes and to be problem solvers. Students are highly involved in focused work.</td>
<td>Tells students it’s okay to make mistakes; effective effort is the key. Has students think about, discuss, and use the ideas and skills being taught.</td>
<td>Tells students that making mistakes doesn’t mean they’re stupid; they can learn from errors. Attempts to get students actively involved but some are disengaged.</td>
<td>Communicates a “fixed” mindset about ability; some students have it, some don’t. Mostly lectures to passive students or has them plod through textbooks and worksheets.</td>
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<tr>
<td>2.9</td>
<td>Delivery of Instruction: Goals</td>
<td>Shows students exactly what’s expected by posting essential questions, goals, rubrics, and exemplars of proficient work.</td>
<td>Gives students a clear sense of purpose by posting the unit’s essential questions and the lesson’s goals.</td>
<td>Tells students the main learning objectives of each lesson.</td>
<td>Begins lessons without giving students a sense of where instruction is headed.</td>
</tr>
<tr>
<td>2.10</td>
<td>Delivery of Instruction: Connections, and Application</td>
<td>Always grabs students’ interest and makes connections to prior knowledge, experience, and reading. Consistently has students summarize and internalize what they learn and apply it to real-life situations.</td>
<td>Activates students’ prior knowledge and hooks their interest in each unit and lesson. Has students sum up what they have learned and apply it in a different context.</td>
<td>Is only sometimes successful in making the subject interesting and relating it to things students already know. Sometimes brings closure to lessons and asks students to think about applications.</td>
<td>Rarely hooks students’ interest or makes connections to their lives. Moves on at the end of each lesson without closure or application.</td>
</tr>
<tr>
<td>2.11</td>
<td>Delivery of Instruction: Clarity</td>
<td>Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language for student age and stages of development.</td>
<td>Uses clear explanations, appropriate language, and good examples to present material.</td>
<td>Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate for student age and stages of development.</td>
<td>Often presents material in a confusing way, using language that is inappropriate.</td>
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<td>3.12</td>
<td>Delivery of Instruction: Repertoire (variety of instruction)</td>
<td>Orchestrates highly effective strategies, materials, and groupings to involve and motivate students.</td>
<td>Orchestrates effective strategies, materials, and classroom groupings to foster student learning.</td>
<td>Uses a limited range of classroom strategies, materials, and groupings with mixed success.</td>
<td>Uses only one or two teaching strategies and types of materials and fails to reach most students.</td>
</tr>
<tr>
<td>3.13</td>
<td>Delivery of Instruction: Differentiation</td>
<td>Successfully reaches all students by skillfully differentiating and scaffolding.</td>
<td>Differentiates and scaffolds instruction to accommodate most students’ learning needs.</td>
<td>Attempts to accommodate students with learning deficits, but with mixed success.</td>
<td>Fails to differentiate instruction for students with learning deficits.</td>
</tr>
<tr>
<td>4.14</td>
<td>Monitoring, Assessment, and Follow-Up: Criteria, and Recognition</td>
<td>Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them. Frequently posts students’ work with commentary and uses it to motivate and direct effort.</td>
<td>Posts clear criteria for proficiency, including rubrics and exemplars of student work. Regularly posts students’ work to make visible and celebrate their progress with respect to standards.</td>
<td>Tells students some of the qualities that their finished work should exhibit. Posts some ‘A’ student work as an example to others.</td>
<td>Expects students to know (or figure out) what it takes to get good grades. Posts only a few samples of student work or none at all.</td>
</tr>
<tr>
<td>4.15</td>
<td>Monitoring, Assessment, and Follow-Up: Diagnostic Assessment</td>
<td>Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.</td>
<td>Diagnoses students’ knowledge and skills up front and makes small adjustments based on the data.</td>
<td>Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.</td>
<td>Begins instruction without diagnosing students’ skills and knowledge.</td>
</tr>
<tr>
<td>4.16</td>
<td>Monitoring, Assessment, and Follow-Up: Formative Assessment</td>
<td>Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students. Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.</td>
<td>Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students. Frequently checks for understanding and gives students helpful information if they seem confused.</td>
<td>Looks over students’ tests to see if there is anything that needs to be re-taught. Uses moderately effective methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.</td>
<td>Gives tests and moves on without analyzing them and following up with students. Uses ineffective methods (“Is everyone with me?”) to check for understanding.</td>
</tr>
<tr>
<td>4.17</td>
<td>Monitor, Assessment, and Follow-Up: Self-Assessment</td>
<td>Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.</td>
<td>Has students set goals, self-assess, and know where they stand academically at all times.</td>
<td>Urges students to look over their work, see where they had trouble, and aim to improve those areas.</td>
<td>Allows students to move on without assessing and improving problems in their work.</td>
</tr>
<tr>
<td>4.18</td>
<td>Monitoring, Assessment, and Follow-Up: Reflection, and Analysis</td>
<td>Works with colleagues to reflect on what worked and what didn’t and continuously improves instruction.</td>
<td>Reflects on the effectiveness of lessons and units and continuously works to improve them.</td>
<td>At the end of a teaching unit or semester, thinks about what might have been done better.</td>
<td>Does not draw lessons for the future when teaching is unsuccessful.</td>
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<tr>
<td>5.19</td>
<td>Family and Community Outreach: Belief</td>
<td>Shows each parent an in-depth knowledge (e.g., academic, cultural, values, beliefs) of his/her child and a strong belief he/she will meet or exceed standards.</td>
<td>Communicates respectfully with parents, is sensitive to cultural values, and is genuine in believing in each child’s ability to reach standards.</td>
<td>Tries to be sensitive to family culture and beliefs and communicates that he or she cares about the child, wanting the best for the child.</td>
<td>Is insensitive to family values or culture and does not communicate knowledge of the child or concern about his or her future.</td>
</tr>
<tr>
<td>5.20</td>
<td>Family and Community Outreach: Communication</td>
<td>Gives parents clear, user-friendly and on-going curricular, learning and behavior expectations; focusing on the child’s positive news first before communicating any red-flag issues.</td>
<td>Clearly communicates and updates parents regarding curriculum, learning, and behavioral expectations; describing both current issues and good news situations.</td>
<td>Sent home classroom rules and syllabus at the beginning of the class or year; communicates when an issue arises or to offer an occasional suggestion of how parents can support schoolwork.</td>
<td>Does not inform parents about learning or behavioral expectations; seldom communicates concerns, positive news, or ways in which parents can support their child’s learning.</td>
</tr>
<tr>
<td>5.21</td>
<td>Family and Community Outreach: Responsiveness</td>
<td>Deals immediately and successfully with parent concerns and makes parents feel welcome any time.</td>
<td>Responds promptly to parent concerns and makes parents feel welcome at school.</td>
<td>Is slow to respond to some parent concerns and gives off an unwelcome vibe.</td>
<td>Does not respond to parent concerns and makes parents feel unwelcome in the classroom.</td>
</tr>
<tr>
<td>6.22</td>
<td>Professional Responsibilities: Professionalism</td>
<td>Presents self as a consummate professional and always observes appropriate boundaries.</td>
<td>Demonstrates professional demeanor and maintains appropriate boundaries.</td>
<td>Occasionally acts and/or dresses in an unprofessional manner and violates boundaries.</td>
<td>Frequently acts and/or dresses in an unprofessional manner and violates boundaries.</td>
</tr>
<tr>
<td>6.23</td>
<td>Professional Responsibilities: Teamwork</td>
<td>Is an important member of teacher teams and committees. Contributes valuable ideas and expertise that furthers school mission. Meets at least weekly to plan units, share ideas and analyze interim assessments.</td>
<td>Shares responsibilities for grade-level and school-wide activities. Is a positive team player and contributes ideas, expertise to school mission. Collaborates with colleagues to plan units, share teaching ideas and look at student work.</td>
<td>Occasionally suggests an idea aimed at improving the school. Meets occasionally with colleagues to share ideas about teaching and students.</td>
<td>Rarely, if ever, contributes ideas that might help improve the school. Meets infrequently with colleagues, and conversations lack substance.</td>
</tr>
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</table>
### Professional Responsibilities: Self-Improvement

<table>
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<td>6.24</td>
<td>Professional Responsibilities: Self-Improvement</td>
<td>Actively seeks out best-practices and feedback, suggestions, professional workshops, study groups, reading and research to improve performance.</td>
<td>Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective teaching ideas from supervisors, colleagues and other sources.</td>
<td>Is somewhat defensive but does listen to feedback and suggestions. Keeps an eye out for new ideas to improve teaching and learning.</td>
<td>Is very defensive about criticism and resistant to changing classroom practice and is not open to ideas for responding, teaching and learning.</td>
</tr>
</tbody>
</table>

**Teacher’s response, if desired, as provided by law:**

**The following attachments are part of this report** (includes goal-setting form):

**Supervisor’s Comments:**

**Supervisor’s recommendations:**
- [ ] Continuation of Employment
- [ ] Program of Assistance for Improvement
- [ ] Termination of Employment
- [ ] Other: Hired temporary this school year only

This is to certify we have read and discussed the above report:

Teacher ___________________________ Date _____________

Supervisor ___________________________ Date _____________
BLS Certified Evaluation Standards Overview and InTASC Correlations
InTASC = Interstate Teacher Assessment and Support Consortium

Domain 1 - Planning and Preparation for Learning
1. Knowledge
   a. InTASC Management of Instruction 1,3,10
2. Plans, Alignment, and Lessons
   a. InTASC Management of Instruction 1,6
   b. InTASC Management of Noninstructional Duties 1
3. Assessment
   a. InTASC Management of Monitoring and Feedback 1,2,4
   b. InTASC Management of Noninstructional Duties 2

Domain 2 - Classroom Management
4. Expectations
   a. InTASC Management of Time 2
   b. InTASC Management of Behavior 1,2,3,4,5
   c. InTASC Management of Instruction 9
5. Relationships/Respect
   a. InTASC Management of Behavior 3,4,5
   b. InTASC Management of Monitoring and Feedback 1,2,3
   c. InTASC Management of Noninstructional Duties 4
6. Socio-emotional
   a. InTASC Management of Behavior 3,4,5
   b. InTASC Management of Monitoring and Feedback 1,2,3
   c. InTASC Management of Noninstructional Duties 4
7. Routines and Efficiency
   a. InTASC Management of Time 2,3,4
   b. InTASC Management of Behavior 1,2,3,4,5

Domain 3 - Delivery of Instruction
8. Engagement and Mindset
   a. InTASC Management of Behavior 3
   b. InTASC Management of Instruction 9
   c. InTASC Management of Time 4
9. Goals
   a. InTASC Management of Instruction 2,3,5
10. Connections and Applications
    a. InTASC Management of Instruction 2,3,9
11. Clarity
    a. InTASC Management of Instruction 3,4,5
12. Repertoire
   a. InTASC Management of Behavior 3,5
   b. InTASC Management of Instruction 4,5,6,8,10
13. Differentiation (Adapting to individual learning needs)
   a. InTASC Management of Instruction 3,5,6,8,10
   b. InTASC Management of Noninstructional Duties 3
   c. InTASC Management of Monitoring and Feedback 1,2,3,4

Domain 4 - Monitoring, Assessment, and Follow-up
14. Criteria and Recognition
   a. InTASC Management of Instruction 5,9
   b. InTASC Management of Monitoring and Feedback 1,2,4
15. Diagnostic Assessment
   a. InTASC Management of Monitoring and Feedback 2,4
16. Formative Assessment
   a. InTASC Management of Monitoring and Feedback 1,2,3,4
17. Self-Assessment
   a. InTASC Management of Instruction 9
18. Reflection and Analysis
   a. InTASC Management of Noninstructional Duties 5

Domain 5 - Family and Community Outreach
19. Belief
   a. InTASC Management of Instruction 9
   b. InTASC Management of Noninstructional Duties 4
20. Communication
   a. InTASC Management of Instruction 9
   b. InTASC Management of Noninstructional Duties 4
21. Responsiveness
   a. InTASC Management of Instruction 9
   b. InTASC Management of Noninstructional Duties 4

Domain 6 - Professional Responsibilities
22. Professionalism
   a. InTASC Management of Time
   b. InTASC Management of Noninstructional Duties 1,2,3,4,5
23. Teamwork
   a. InTASC Management of Monitoring and Feedback 4
   b. InTASC Management of Noninstructional Duties 1, 3,4,5
24. Self-Improvement
   a. InTASC Management of Noninstructional Duties 5
Glossary of Terms
Professional Growth and Performance Evaluation Manual

**Contract Teacher:** Any teacher who has successfully completed three years as a probationary teacher in Bend-La Pine Schools.

**Differentiation:** Adapting instruction to individual learning needs.

**Domain:** Six (6) broad categories containing the 24 standards for teaching effectiveness.

**Formal Observation:** A scheduled classroom visit by a supervisor that results in some kind of written feedback from the supervisor. Formal observations include a pre- and post-observation meeting between teacher and supervisor. Probationary teachers will be formally observed two times per school year. Contract teachers may receive formal observations any time a supervisor deems necessary.

**Forms of Assessment:**
- **Diagnostic:** An assessment to measure where students are currently in their learning (i.e., Pre-assessments). Used to focus or guide future instruction.
- **Formative:** On-going assessments to measure student learning throughout instruction (i.e., On-the-Spot, Interim, Check for Understanding, Exit Tickets, etc.). Used to modify on-going instruction.
- **Summative:** An assessment delivered at the end of instruction to measure overall student learning.

**Goal-Setting Form:** Yearly form used by a teacher to identify goals. The teacher submits this form to their supervisor by October 15 and it is reviewed at the Yearly Reflection Meeting.

**Growth Cycle:** Contract teachers participate in the growth cycle. By October 15, teachers will submit their Professional Growth Plan to their supervisors. A yearly reflection meeting with their supervisors should be completed by April 15.

**Guiding Questions:** Questions that teachers and supervisors use to focus their observations and reflections regarding teaching standards.

**Improvement Cycle:** A performance review to help determine support strategies that will lead to either a return to the growth cycle or the implementation of a Plan of Assistance for Improvement.

**Learning Goals:** A long-term learning target (i.e., state standard or power standard). An end result of instruction.
**Learning Objectives**: Specific measurable activities or pedagogy for accomplishing a learning goal.

**Mini-observations**: The purpose of the mini-observation is for the supervisor to observe SOTEL. Contract teachers will be informally observed a minimum of six (6) times per year. Observations will last five (5) to ten (10) minutes and will be followed up with written or verbal feedback from the supervisor within 24 hours. Mini-observations are to be unscheduled and unannounced to the participating teacher.

**Performance Levels**: Levels used to rate teachers on the standards are based on the following scale: *Highly Effective, Effective, Improvement Necessary and Does Not Meet Standards*. It is important to realize that although this system defines how to evaluate teachers according to standards, determinations about teacher performance can also be made according to state law, and there are instances when state law would supersede this evaluation system.

- **Highly Effective**: The teacher’s skills in this content area are in the top 10% of their field and can serve as a model and example to other teachers. There must be significant evidence for a teacher to be ranked highly effective on a teaching standard.
- **Effective**: The performance is strong, and there are no apparent weaknesses.
- **Basic**: The performance is satisfactory, but there are specific areas that can be improved.
- **Unsatisfactory**: The performance is unacceptable and must improve significantly.

**Performance Evaluation**: A conference to review mini and formal observation data in the context of the Bend-La Pine Schools performance evaluation rubric.

**Plan of Assistance for Improvement**: A plan may be developed and implemented when a teacher has an unsatisfactory review/evaluation. A plan will involve building and district administration, the teacher, and a Bend Education Association representative. If a teacher does not improve through the implementation of this plan, he/she will not be recommended for rehire.

**Possible Evidence**: Verification or proof of the teaching standards in action.

**Probationary Teacher**: Any teacher in their first three (3) years of teaching in any district in Oregon.

**Professional Development**: Ongoing, yearly training and collaborative opportunities designed to foster professional growth in order to improve student learning and teaching effectiveness.

**Professional Growth Plan**: Activities selected to improve teaching effectiveness and student learning. This plan includes one (1) to three (3) goals and will be designed yearly between a certified employee and building administrator. Each plan shall include measurable outcomes that are evidenced through data collection. This plan is reviewed at the Yearly Reflection Meeting.
**Repertoire:** A variety of instructional techniques or methods.

**SOTEL:** Acronym used by supervisors during mini-observations to evaluate a teacher’s effectiveness.

**Safety:** The class is running smoothly and students can focus on learning.

**Objectives:** It’s clear where the lesson is going.

**Teaching:** Learning experiences are being skillfully orchestrated.

**Engagement:** Students are paying attention and are involved in the lesson.

**Learning:** What’s being taught is being learned.

**Standard:** Performance criteria used by teachers to set goals and used by supervisors to evaluate or review teacher effectiveness. These 24 standards represent Bend-La Pine Schools’ criteria of effective teaching.

**Support Strategy:** Offered when a supervisor determines a teacher is not performing satisfactorily. These strategies are building based, informal and include building administrator and teacher. Results of these strategies will lead to a return to the standard evaluation cycle or a Plan of Assistance for Improvement for the teacher in question.

**Yearly Reflection Meeting:** A meeting between a teacher and supervisor, held by April 15 for the purpose of reflecting on and evaluating the teacher’s progress. Prior to this meeting, the teacher completes the Yearly Evaluation Form and submits to their supervisor. At the meeting:

- the supervisor and teacher review the Yearly Evaluation Form; the supervisor highlights a performance level for each standard,
- the supervisor and teacher discuss progress towards goals as detailed on the teacher’s Goal-Setting Form,
- the supervisor and teacher discuss progress toward meeting the teacher’s Professional Growth Plan, and
- the supervisor makes a written recommendation regarding continued employment.