

Professional Growth and Performance Assessment

HANDBOOK

Crook County School District
2013

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Introduction

This handbook outlines an educator's professional growth and performance assessment which is intended to promote professional growth as well as provide feedback and guidance for improving professional practice. The approach of this plan is to develop a culture in which educators are responsible for their continued professional growth and supervisors are there to support and assist whenever needed by providing timely, informative feedback. The supervisors and the educator have different roles but share responsibility for continued professional growth.

The district understands the fundamental purposes of educator evaluation as improving performance and documenting accountability. The performance component, formative in nature and suggesting the need for continuous professional growth, links the personal growth dimension and involves helping educators learn about, reflect on, and improve their practice. The accountability component, viewed as summative and relating to the importance of professional goals of competence and effectiveness, reflects a commitment to the importance of professional goals of competence and quality performance.

The district's evaluation system is characterized by:

- Promote professional growth and development
- Improve and enhance professional practice
- Ensure accountability to high standards of performance
- Provide a process and framework for assessing performance
- Take into consideration evidence of student academic growth and learning based on multiple measures of student progress (required by SB 290)
- Aligned professional growth to identified standards and outcomes.
- Be research based (required by SB 290)

These elements, taken together, permit reliable and valid judgments to be made regarding educator performance and professional growth.

Beliefs and Commitments as Guiding Principles for the Crook County School District

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

- The role of educators as educational leaders is to assess the students' needs and to design, deliver, and support challenging instruction and experiences that respond to the diverse needs of learners and to ensure success through academically demanding tasks.
- The role of a principal is to empower employees to become self-directed professionals, accountable for and committed to the continuous improvement.
- The role of the district office staff is to deliver services to and support the work of schools.

- The role of the superintendent is to promote the articulation and persistent pursuit of a vision of education in the community. The superintendent actively encourages and supports creative leadership at all levels, and ensures that all personnel focus on providing high-quality experiences for all learners.

Students, and the work they are expected to do, are the focus of all school activities. Commitment to continuous growth and improvement is expected of all district employees.

Standards for Evaluation

The Crook County School District uses the following domains of teaching and other licensed staff, as developed by Charlotte Danielson (2013), as a structure for the evaluation:

- **Planning and Preparation:** Educators' plans based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the educator's plans - instructional outcomes, learning activities, materials, resources, and assessments - are in complete alignment and are adapted as needed for individual students.
- **Classroom Environment:** The classroom environment functions smoothly, with highly positive personal interactions, high expectations, and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.
- **Instruction:** All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The educator persists in the search for approaches to meet the needs of every student.
- **Professional Responsibilities:** The educator's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities.
- **Student Growth:** Evidence of student learning and growth.

As written, these standards do not comprise an assessment system. Rather, they comprise a guiding vision for an assessment system, providing a conceptual umbrella for the specific components, elements, and descriptions of performance, and the techniques used to document that performance.

Statement of Philosophy

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

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

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

In 2002 the district identified the Danielson framework for teaching as the best representation of what the district believes to be the core standards for performance. The framework provides:

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

Definitions

Contract Educator: Any educator who has been regularly employed by the school district for a probationary period of three successive school years and who has been retained for the next succeeding school year as defined by ORS 342 .805(3).

Continuing Professional Development Log (CPD): Required at the beginning of each licensure cycle by the Teacher Standards and Practices Commission as a means to meet licensure requirements.

Evaluation: Required of all licensed staff whether traditional, guided, or self-directed.

Formal Observation: An observation of an educator's performance of his/her assignment which follows a pre-conference, observation, and post-conference cycle.

Guided Evaluation Cycle: A two-year cycle of professional growth which incorporates a traditional supervision component, the development of SMART goals, as well as a self-directed area of focus. This option is available only to eligible contract status educators. This option not available while CCSD is participating in the TIF grant.

Informal Observation: An observation of the educator that occurs on a drop-in or unscheduled basis.

Self-Directed Evaluation Cycle: A two-year cycle for professional growth where a plan, incorporating SMART goals, activities, and timelines, identifies the educator's area for professional growth based on a self-reflection and areas of interest. It is available to eligible contract educators. This option not available while CCSD is participating in the TIF grant.

Traditional Evaluation Cycle: An annual cycle mandated for all temporary and probationary educators.

Plan of Assistance: A program of intensive support for probationary and contract status educators.

Summative evaluation: A summative evaluation tool which assesses the degree to which the educator has met District Domains for professional practice, professional responsibilities, and student learning outcomes.

Probationary: Any educator employed by a fair dismissal district who is not a contract educator.

Professional Development Unit (PDU): Measured in clock hours, TSPC requires seventy-five PDUs to renew Initial licenses and one-hundred twenty-five to PDUs to renew Standard or Continuing licenses. PDUs must be part of a CPD log completed during the life of the current license (OAR 584-090-0005).

Mid year progress meeting: Review student learning objectives and record progress to date.

SMART Goal: A goal that is specific (S), measurable (M), attainable (A), realistic and rigorous (R), and timely (T).

Educator Domains and Standards

For a complete copy of the Educator and Specialist Domains and Standards, please see the Domains of professional Practice for classroom teachers and Domains for professional practice for Specialists. On the District website at: <http://crookcounty.k12.or.us/staff/>

Levels of Performance

Each standard has four levels of performance: Distinguished, Proficient, Basic, and Unsatisfactory. The levels describe the performance of teachers ranging from those still striving to master rudiments of teaching (Unsatisfactory), to highly accomplished professionals who are able to share their expertise with colleagues (Distinguished).

The levels of performance as described in the Domains and Standards (see the Appendix) are especially useful to help teachers with their teaching, complete a self-assessment, or to support mentoring or coaching relationships. They also can act as a potent catalyst for professional discussion and goal setting.

Description of the Levels of Performance

Distinguished

Educators at this level are master teachers or support staff and make a contribution to the profession both in and outside their school. Their classrooms operate at a qualitatively different level, where teacher and student become a community of learners, with students highly motivated, engaged in learning, and assuming considerable responsibility for their own learning and the positive environment of the classroom. “Consistently,” and “continually,” are words commonly used when describing the teacher’s performance. This is a level that teachers “visit,” but few consistently performing there.

Proficient

The educator clearly understands the concepts underlying the components of the standards and implements them well. Most experienced, capable teachers will regard themselves, and be regarded by others, as performing at this level. “Usually,” “regularly” and “the majority of the time” are words used to describe the teacher’s performance at this level. *To have all teachers performing at the proficient level or higher is the goal of the Professional Growth and Performance Assessment.*

Basic

The educator appears to understand the concepts underlying the standards and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers and specialists, and support by a mentor will enable the staff member to become proficient. Educator performance is inconsistently competent and improvement is likely to come with experience, and little or no actual harm is done to students. “Inconsistently,” “sometime,” “at times,” and “unevenly” are commonly used to describe a teacher’s performance at this level.

Unsatisfactory

The educator does not demonstrate an understanding of the concepts underlying the standard. Working on fundamental practices associated with the elements of the standard will enable the educator to grow and develop in this area. “Seldom,” or “rarely” are often used to describe an educator’s performance at this level.

Five Elements of Teacher /Specialist Evaluation

The Crook County School District revised their evaluation systems to align with the required elements as stated by the Oregon framework for teacher and administrator evaluation and support systems:

1. **Standards of Professional Practice.** The CCSD adopted Charlotte Danielson's Framework for Teaching (2013 Revised Edition) which is the next generation of research-validated instrument for teacher observation, evaluation and development. Further InTASC standards have been adhered to and adopted. Board policy, GCN (Evaluation of Staff) has been adopted.
2. **Differentiated (4) Performance Levels.** Each standard has four levels of performance: Distinguished, Proficient, Basic, and Unsatisfactory. The levels describe the performance of teachers/specialists ranging from those still striving to master rudiments of teaching (Unsatisfactory), to highly accomplished professionals who are able to share their expertise with colleagues (Distinguished). The CCSD adopted Charlotte Danielson's Framework for Teaching, 2013.
3. **Multiple Measures.** Data/Evidence is used to measure teacher/specialist performance in three categories: professional practice (PP), professional responsibilities (PR) and student learning and growth goal (SLGG). Annually teachers will establish at least two student learning and growth goals and one professional growth goal. Teacher (or team of teachers) will explore new teaching strategies through continuous process of collecting and analyzing data, making decisions based on the results of the data, collecting more information on decisions made, evaluating the results, and using the results to set new goals.
4. **Evaluation and Student Growth and Professional Responsibilities Plan (SGPRP).** Teachers/specialists are evaluated on a regular cycle that includes self-reflection, goal setting, observations, formative and summative evaluation.
5. **Aligned Professional Learning.** Professional learning and growth connect to the evaluation process for teachers and administrators and, in turn, direct professional development.

Teacher and administrator evaluation systems are based on a cycle of continuous professional growth and learning. An effective process is collaborative and provides ongoing opportunity for relevant feedback and meaningful professional conversations. The focus is on improving effectiveness to improve student learning.

Rubric for Teacher Evaluation

The four levels of achievement for teacher/specialist evaluation are aimed at promoting specific feedback of teacher/specialist performance in the five areas we have previously discussed. The following are summative descriptions for these areas of performance along with their weighting:

Unsatisfactory: 2 Points

Basic: 6 points

Proficient: 8 points

Distinguished: 10 points

The three domains which are part of our teacher evaluation system are weighted in order consider multiple factors and to help guide a teacher's professional growth and goal setting for continuous improvement. The following weights have been established for our teacher evaluation system:

Professional Practice: 60%

- **Preparation and Planning: 20%**

- **Instructional Delivery: 20%**
- **Classroom Management: 20%**

Professional Responsibilities: 20%

- Evidence of professional responsibilities means the teacher is working toward their own professional growth goals and contribution to school wide goals as measured by teacher reflections, and self reports, teamwork, parent/student surveys, meetings, record keeping, portfolios, etc.
- Evidence of professional responsibilities also means the teacher engages in 21st century work habits (problem-solving, adaptability, initiative, analyzing information, etc.) through collaboration and team work as measured by meeting minutes, record keeping, outcomes of decisions, etc.

Student Learning and Growth: 20% (10% for each goal)

Student learning and growth is determined by multiple steps:

- 1st Teachers/specialists obtain baseline data that measure the learning of what all students should know or be able to do over the school year or over the duration of the course.
- 2nd Teachers/specialists collaborate with others to create student learning goals which may include grade level goals, departmental goals, or curricular team goals.
- 3rd Teachers/specialists will establish at least two student learning goals and identify strategies and measures that will be used to determine attainment. They will also specify what evidence will be provided to document progress on each goal and the amount of time necessary to achieve each goal.
- 4th Teachers/specialists meet with the evaluator to discuss progress for each goals at a mid point and end point.

Choose 2 of the following goal options:

Teachers/specialists who are responsible for student learning in tested subjects and grades will use a state assessment as one measure, currently that would be our OAKS and then the SMARTER Balanced Assessment

Teachers/specialists will also select one or more additional measures from a common national, international, regional, district-developed measures such as AEPS, SRA, SAT, PSAT, Plan, Explore, ACT, or common assessments approved by the district or state which may include, performances, portfolios, products, projects, work samples, tests .

Teachers/specialists may also select one measure from classroom-based, program or school-wide measures. Student performances, portfolios, products, projects, works samples,

Teachers/specialists in non-state-tested subjects and grades will use measures that are valid representations of student learning standards from at least two of the categories listed above based on what is most appropriate from the curriculum and the students they teach.
Teachers

We believe that student achievement should have more than two measures in order to best capture how a student is performing overall and to help set teacher/specialist and student goals for improvement across a broader scope of achievement. Designing locally developed summative assessments is also important for us to inform our own system and help us to continually align our curriculum across the B-12 continuum.

Given that the State of Oregon does not have standardized testing at every grade level nor will the upcoming SMARTER Balanced Assessment test every grade level, we will apply the State test which most closely informs the grade or grades that a teacher/specialist teaches. In essence we see the State standardized test applying to the collective staff that work within a program or building even those staff who may not directly teach a grade that is tested. In this way the focus is on collaboration to improve all students standardized test score from OAKS or the upcoming CCSS.

Student Learning and Growth Goals

Student growth will be determined through a rigorous student growth goal setting process and the use of multiple measures. Teachers/specialists will establish at least two student learning and growth goals and identify strategies and measures that will be used to determine goal attainment (see table below). They also specify what evidence will be provided to document progress on each goal:

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

Types of Measures for Student Learning and Growth for Teacher Evaluations

Multiple measures refer to the tools, instruments, protocols, assessments, and process used to collect evidence on performance and effectiveness

Category	Types of Measures (aligned to standards)	Examples include, but are not limited to:
1	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balance 9when adopted, English Proficiency Assessment (ELPA),
2	Common national, international, regional, district developed measures	ACT, PLAN, EXPLORE, AP, other national measures; or assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms
3	Classroom-based or school-wide measures	Student performances, portfolios, products, projects, works samples,

We believe that individual Student Growth and Professional Goals improve teaching, professional practice and student success. We believe that with this model:

1. Student performance will improve.
2. Teacher/specialist will have opportunities for collegial interaction, as well as positive and collaborative working relationships with supervisors.
3. Teacher/specialist will have an opportunity to study their craft and improve instructional delivery.
4. The CCSD vision to provide quality education programs will be supported.
5. Teacher/specialist will discover methods and strategies that are innovative and successful to improve student growth and learning.

The Student Growth and Professional Goals should reflect data from the Reflection Guide, information gained from the teacher's/specialist's last evaluation report, as well as any relevant student achievement data. All plans must be completed by individual licensed employees and shared with their immediate supervisors at the beginning of the evaluation period. Preliminary plans may be completed by June 1st of the previous school year if required by immediate supervisor or chosen by the employee. Flexibility, and collegial involvement are highly encouraged. The probationary teacher/specialist and their immediate supervisor will work in conjunction to monitor the Student Growth and Professional Goals.

OVERVIEW

	Traditional Evaluation Cycle* <i>(Probationary and Temporary/ or contract if selected)</i>	Guided Evaluation Cycle** <i>(Contract Status) Not available while participating in TIF</i>	Self-Directed Evaluation Cycle** <i>(Contract Status) Not available while participating in TIF</i>	Plan of Assistance (POA) <i>(Probationary and Contract Status)</i>
Definition	Educators' performance relative to domains is determined. This includes beginning educators or educators who need to continue to refine their performance with direct supervision before moving to a guided or self-directed plan. These include: <ul style="list-style-type: none"> ▪ Goal Setting ▪ Observation ▪ Feedback 	Educator performance is progressing. Additional growth is needed in a few of the professional domains and the educator is ready for self-directed professional growth.	Educator performance in all domains is proficient. With support from supervisors, educators design and execute an independent program for professional growth that aligns with their goals and provides opportunities for analysis and reflection.	Educators' performance is unsatisfactory. Evident deficiencies require intensive supervision from supervisor for improvement. (POA will adhere to collected bargaining agreement, board policy and ORS 342.865)
Goals	Selected and guided by supervisor	Agreed upon by supervisor and educator	Selected by educator and approved by supervisor	Determined by supervisor
Checkpoints	<ul style="list-style-type: none"> • Annual Goal Conference • Professional Growth goal based on domains • Minimum of three classroom observations • Annual Performance Evaluation • Self-Reflection every year 	<ul style="list-style-type: none"> • Two year professional growth plan with targeted goals from domains and self-directed professional growth • Two observations, one formal and one informal over the two year cycle • Annual Status check • Performance Evaluation every year • Self-Reflection every year 	<ul style="list-style-type: none"> • Self-Directed cycle: two- year professional growth plan with two informal observations within the cycle Or, • Annual Status check • Performance Evaluation every year • Self-Reflection every year 	As written in program

*All probationary/temporary educators will be on the traditional supervision component until contract status is reached.

**Once contract status is reached, supervisors will determine whether a guided or self-directed plan is appropriate. An educator may be moved from a guided to a self-directed cycle at the end of the plan's cycle or at the supervisors' judgment. An educator may be moved from a self-directed to a guided cycle if an educator's performance warrants it. At any time the contract educator may be moved to a POA if the judgment of the supervisor and the educator's performance warrants it.