Educator's Handbook for Professional Growth & Evaluation

Cascade School District
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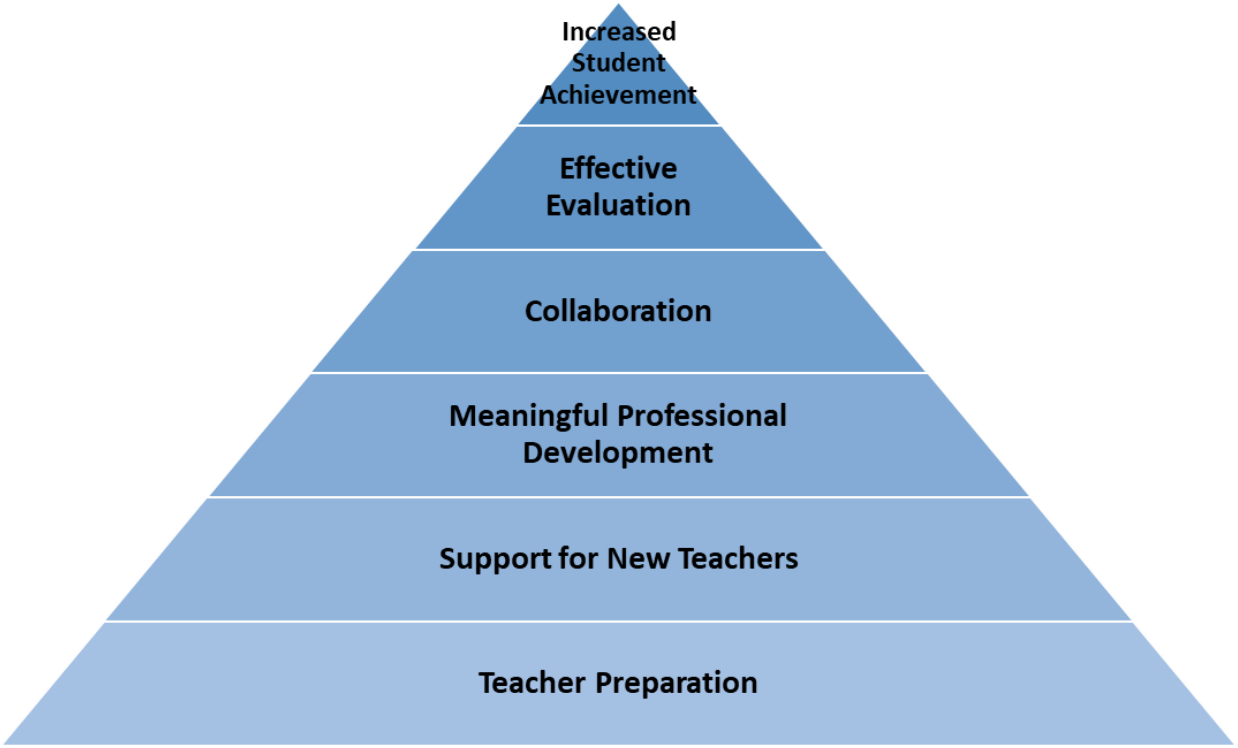

This Document serves as the framework for supporting teachers in the Cascade School District through mentoring, meaningful, aligned professional development, and a focus on teacher collaboration. Teacher practices in concert with effective supervision and evaluation procedures will yield increased student achievement. Thank you to the following professionals, for your work and support of the teachers of the Cascade School District:

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TABLE OF CONTENTS

Introduction 4
Standards for Professional Practice: Framework for Teaching 6
Cascade Standards of Professional Practice 8
Performance Levels 17
Multiple Measures 19
Professional Growth and Evaluation Cycle 22
Student Learning and Growth Goals (SLGs) 24
SLG Goal Quality Review 25
Collection of Evidence/Artifacts 26
Observation Expectations 27
Timeline: Probationary Teacher 28
Timeline: Contract Teacher 29
Calculating the Final Summative Rating 31
Summative Performance Levels and Professional Growth Paths 32
Program of Assistance for Improvement 33
Aligned Professional Development 34
Specialist Rubrics 36
- Instructional Specialists 37
- School Counselors/Child Development Specialists 41
- Speech Language Pathologists 48
- School Psychologist 56

Forms 61
Formal Pre-Observation Report 62
Reflection Sheet 63
Self-Assessment Form 64
Formative Evaluation Form 66
Summative Evaluation Form 68
Due by June 1 68
Cascade School District Teacher Goals Process Template 71
Student Growth Goal Checklist 73
Program of Assistance for Improvement Form 74
Documentation of Professional Development 75
Teacher Evaluation System Glossary of Terms 76

Introduction

Several years ago the state set mandates in place regarding evaluation systems, referred to as SB290. This handbook is a living document outlining procedures and processes for continued professional growth for all teachers. The following components are the evaluation requirements. Details of the complete performance evaluation processes and cycles for educators are included.

1) **Standards of Professional Practice:**
   Teachers – ODE approved the INTASC standards for teachers and several frameworks, including the Danielson model. Cascade School District is using the Danielson model as its framework.

2) **Differentiated Performance Levels:**
   Requires four performance levels – Research indicates that using a rubric with four levels and clear descriptors will result in a more objective rating of performance.

3) **Multiple Measures:**
   Evaluation should include multiple measures from the three categories of evidence listed below. Multiple measures refer to the tools, instruments, protocols, assessments and processes used.

   a) Professional practice
      Teachers: evidence of the quality of a teacher's planning, delivery of instruction, and assessment of student learning (Ex. observations, examination of lesson plans, student work)

   b) Professional responsibilities
      Teachers: evidence of the teacher's progress toward his/her own professional goals and contribution to school-wide goals (Ex. professional goals, teacher reflection, setting student growth goals, peer collaboration)

   c) Student learning and growth
      Teachers: quantitative evidence of the teacher's impact on student learning and growth.

   All licensed staff are required to set two goals on student learning and growth and a professional growth goal.

4) **Evaluation and Professional Growth Cycle:**
   - Critical steps in the cycle: self-reflection, goal setting, observations and collection of evidence, formative assessment, and summative evaluation
   - The Professional Growth and Evaluation cycle supports professional growth and learning. The cycle allows for continued review and feedback as the teacher evaluator plan for opportunities for feedback and meaningful conversations.
   - Probationary teachers will have a summative evaluation every year. Contract teachers will have a summative evaluation every other year.

5) **Aligned Professional Learning:**
   - Linking evaluations with high quality professional learning is important
   - Informs decisions for professional growth plans

- Relevant to educator's goals and needs

The goal is continuous improvement to increase the quality of instruction in the classroom and leadership within the school district, resulting in improved learning and achievement of all students.

Standards for Professional Practice: Framework for Teaching

Charlotte Danielson's 2007 Teaching Framework identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. Although not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

The Framework for Teaching identifies standards organized into four domains: Planning and Preparation, Instruction, Classroom Environment, and Professional Responsibilities. The rubric breaks down each standard and provides a description of what each standard looks like at the unsatisfactory, basic, proficient, and distinguished levels.

An Overview
By Charlotte Danielson

Domain 1: Planning and Preparation

Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of the instructional design—learning activities, materials, and strategies—must be appropriate to both the content and the students, and aligned with larger instructional goals. In their content and process, assessment techniques also must reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes, and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.

Domain 2: The Classroom Environment

Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports the learning purposes. In addition, the environment encourages students to take pride in their work and to assume responsibility for their learning. Students respond to the warmth and caring of teachers, their high expectations for achievement, and their commitment to students. Students feel safe with these teachers and know that they can count on the teachers to be fair and, when necessary, compassionate. Students also are sensitive to the subtle messages they receive from teachers as to their capabilities. The components of Domain 2 are not associated with the learning of any particular content; instead, they set the stage for all learning. The teacher establishes a comfortable and respectful classroom environment, which cultivates a culture for learning and creates a safe place for risk-taking. The atmosphere is businesslike, with non-instructional routines and procedures handled efficiently; student behavior is cooperative and non-disruptive; and the physical environment conducive to learning.

Domain 3: Instruction

Domain 3 contains the components that are at the essential heart of teaching—the actual engagement of students in learning, through the vision of students developing complex understanding and participating in a community of learners. Students are engaged in meaningful work, which carries significance beyond the next test and is relevant to students' lives. Teachers who excel in Domain 3 have finely-honed instructional skills. Their work in the classroom is fluid and flexible; they can shift easily from one approach to another when the situation demands it. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They are attentive to different students in the class, and the degree to which they are thoughtfully engaged; they carefully monitor student understanding as they go (through well-designed questions or activities) and make minor mid-course corrections as needed. And above all, they promote the emergence of self-directed learners fully engaged in the work at hand.

Domain 4: Professional Responsibilities

The components in Domain 4 are associated with being a true professional educator: they encompass the roles assumed outside of and in addition to those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them only intermittently. But the activities are critical to preserving and enhancing the profession. Educators exercise some of them (for example, maintaining records and communicating with families) immediately upon entering the profession, since they are integral to their work with students. Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community, to contributions made to the profession as a whole. The components also include interactions with the families of students, contacts with the larger community, and advocacy for students. Domain 4 captures the essence of professionalism by teachers; teachers are, as a result of their skills in this domain, full members of the teaching profession, and committed to its enhancement.

Cascade Standards of Professional Practice

(Adapted from Charlotte Danielson's 2007 Framework for Professional Practice)

Domain I: Planning & Preparation

Standard 1: Knowledge of Content

a. Shows an effective command of the subject to guide student learning.
b. Uses effective instructional resources, including technology, to communicate content knowledge.
c. Takes an active role in adopting new content standards and frameworks to their teaching.

Standard 2: Knowledge of Students

a. Builds upon students' knowledge and experience.
b. Uses school and district resources to support and advocate for student needs.
c. Recognizes and addresses students' learning styles.

Standard 3: Instructional Goal Setting

a. Selects appropriate instructional goals based upon national, state, and local standards.
b. Selects goals that are measurable and states them in terms of student learning.
c. Selects goals appropriate for students.

Standard 4: Lesson Design

a. Designs coherent instruction that reflects research-based best practice.
b. Designs instruction that promotes critical thinking and problem solving.
c. Ensures that the curriculum is relevant to student needs.
d. Adheres to approved Scope and Sequence of subject matter.

Standard 5: Assessment Planning

a. Is familiar with content area, school, district, and state assessment methods and options.
b. Uses assessments that are congruent with instructional goals.
c. Develops and uses a variety of formative and summative assessment tools and information for planning, instruction, feedback, and reflection.

Domain II: Classroom Environment

Standard 6: Climate of Respect and Learning

a. Creates an environment that promotes equity, respect, and positive interpersonal interactions.
b. Interactions are appropriate to developmental and cultural norms.
c. High expectations for student success, quality work, and student achievement.
d. Students are actively engaged.

Standard 7: Classroom Procedures and Physical Environment

a. Develops and employs classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs.
b. Designs a safe and accessible classroom environment for all students.
c. Facilitates smooth transitions with little loss of instructional time.
d. Ensures all students have access to materials, technology, and necessary resources.

Standard 8: Managing Student Behavior

a. Clearly communicates and enforces classroom and school expectations.
b. Addresses inappropriate behavior consistently and appropriately.
c. Proactively addresses student behavior.

Domain III: Instruction

Standard 9: Lesson Delivery

a. Exhibits lesson delivery that is clear, reflects appropriate pacing, and uses a variety of effective teaching strategies.
b. Activates students' prior knowledge.
c. Differentiates instruction to meet the needs of diverse learners.
d. Uses a variety of questioning and discussion techniques that elicit student reflection and higher order thinking.
e. Uses technology effectively.
f. Uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing.

Standard 10: Feedback to Students

a. Demonstrates ability to listen to students and responds appropriately.
b. Provides constructive feedback that facilitates learning and academic growth.
c. Provides constructive feedback that is consistent, ongoing, timely and in a variety of forms.

Standard 11: Assessment for Learning

a. Uses assessment data to prepare for individual and group instruction, including re-teaching when necessary.
b. Uses formative assessment during classroom instruction to facilitate student learning.
c. Demonstrates the ability to use summative assessments to guide and inform instruction through the collection, maintenance, and analysis of classroom, district, and state assessments.
d. Engages students in assessing their own learning.

Domain IV: Professional Responsibilities

Standard 12: Professional Growth

a. Actively participates in professional development opportunities relevant to teaching assignment.
b. Actively engages in meaningful goal setting.
c. Pursues professional growth through reflection, self-assessment, learning, and knowledge of best practices.

Standard 13: Record Keeping and Communication

a. Carries out duties as assigned.
b. Maintains accurate records according to district and building protocols.
c. Knows and adheres to district job description and standards of performance including Competent and Ethical Educator Standards.
d. Maintains appropriate confidentiality.
e. Communicates effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor.
f. Facilitates meetings effectively.
g. Effectively and appropriately collaborates with colleagues and other professionals.

Standard 14: Commitment to Instructional Initiatives

a. Is aware of, and supports, building and district instructional priorities.
b. Knows and actively participates in building and district instructional initiatives.

DOMAIN I: PLANNING AND PREPARATION		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Standard 1: Knowledge of Content Does the teacher… ➢ show an effective command of the subject to guide student learning? ➢ use effective instructional resources, including technology, to communicate content knowledge? ➢ take an active role in adopting new content standards and frameworks to teaching?	The teacher **does not** have a command of the subject. There are many student misconceptions about content material covered. Very few resources are used to communicate content knowledge. The content taught is seldom related to national, state, or district standards. The teacher is unaware or has little knowledge of content standards. The teacher **does not** correct student errors.	The teacher has a **satisfactory** command of subject knowledge. Adequate resources are used to communicate content knowledge, and the content taught is sometimes related to national, state, or district standards. The teacher is aware of **some** content standards and uses them to guide instruction.	The teacher has a **strong** command of the subject. Resources are used to communicate content knowledge, and the content taught can easily be related to national, state, or district standards. The teacher has **strong** content knowledge and uses that knowledge to guide instruction.	High levels of intrinsic motivation mark authentic learning. **Extensive** resources are used to communicate content knowledge, and the content taught can easily be related to national, state, or district standards. The teacher has **deep** content knowledge and uses that knowledge to guide instruction.
	Standard 2: Knowledge of Students Does the teacher… ➢ build upon students' knowledge and experience? ➢ use school and district resources to support and advocate for student needs? ➢ recognize and address students' learning styles?	The teacher **does not** build upon students' prior knowledge or experience. The teacher is unaware of a students' cultural background, and puts forth little effort to understand student background, culture, and learning style. The teacher rarely accesses school or district resources to meet student needs. The teacher seldom understands or seeks out the learning styles, interests or special needs of his/her students.	The teacher builds upon students' prior knowledge and experiences. The teacher is **sometimes** aware of the cultural differences in a student's background, and **sometimes** puts forth effort to understand student background, culture, and learning style. The teacher uses this knowledge to adjust whole group instruction, but rarely adjusts or accommodates individual instruction. The teacher occasionally access school or district resources to meet student needs.	The teacher **frequently** builds upon students' prior knowledge and experiences and is aware of the cultural differences of the majority of the students. The teacher puts forth effort to understand student background, culture, learning style and special needs to make instructional and individual adjustments based upon this knowledge. The teacher accesses school or district resources to meet student needs.	The teacher builds upon students' prior knowledge and experiences and is **acutely** aware of the cultural differences of all students. The teacher puts forth great effort to understand student background, culture, and learning style and frequently makes instructional and individual adjustments based upon this knowledge. The teacher often accesses school or district resources to meet student needs. The teacher seeks out the learning styles of the students and actively designs instruction that will most closely match the learning needs of all students.
	Standard 3: Instructional Goal Setting Does the teacher… ➢ select appropriate instructional goals based upon national, state and local standards? ➢ select goals that are measurable and state them in terms of student learning? ➢ select goals appropriate for students?	The teacher has **minimal** knowledge of state content standards. Lesson plans are minimal. Goals that are developed are not stated in terms of student learning, and are difficult to measure. Few goals are designed for students with different learning styles or cultural backgrounds. Outcomes often lack rigor.	The teacher has adequate knowledge of state content standards. Lesson plans **sometimes** include instructional goals that cannot be easily measured. The teacher has limited goals for students with different learning styles or cultural backgrounds.	The teacher has **definite** knowledge of state content standards. Lesson plans include daily learning goals/objectives. Instructional goals are stated in terms of student learning. Students are encouraged to be a part of the goal setting process. The teacher monitors goals they have set and adjusts them based upon student learning.	The teacher has an **expert** knowledge of state content standards. Lesson plans are detailed and include daily learning goals/objectives. Instructional goals are stated in terms of student learning and can be measured. The teacher is able to set goals for students with different learning styles or cultural backgrounds and use those goals to guide instruction. The teacher **consistently** monitors goals they have set and adjusts them based upon student learning. All outcomes represent rigor and important learning.

DOMAIN I: PLANNING AND PREPARATION		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Standard 4: Lesson Design Does the teacher… ➢ design coherent instruction that reflects research-based best practices? ➢ design instruction that promotes critical thinking and problem solving? ➢ ensure that the curriculum is relevant to student needs? ➢ adhere to the approved scope and sequence of the subject matter?	The teacher's long-range instructional plans are very **limited**. Lessons are not thoughtful, relevant, and engaging for students. The plans that have been developed tend to be only for the near future and are **limited** to activities rather than outcomes that can be measured or able to authentically engage students in relevant and meaningful school work. Teacher **does not** seek out extra resources.	The teacher has developed long-range instructional plans and has a system for lesson design that promotes critical thinking and problem-solving. The curriculum design is **somewhat** relevant to student needs and is occasionally focused on measurable outcomes. The teacher **sometimes** uses appropriate resources beyond the textbook.	The designed lessons have articulated long range and short term outcomes that are **almost always** focused on student learning. The lesson design reflects research-based best practices, critical thinking, problem-solving, and project-based learning. The planned lesson is almost always relevant to student needs and interests and is adjusted as the learning progresses throughout the year, so that it almost always current, relevant, and engaging. The teacher uses resources beyond the textbook to enhance instruction.	The designed lesson has articulated long range and short term outcomes that are **always** focused on student learning. The lesson design reflects research-based best practices, promotes critical thinking, problem-solving and project-based learning. The planned lesson is highly relevant to student needs and interests and is adjusted as the learning progresses throughout the year, so that it is **always** current, relevant, and engaging. The teacher uses resources beyond the textbook to enhance instruction.
	Standard 5: Assessment Planning Does the teacher… ➢ remain familiar with the content area and with school, district and state assessment methods and options? ➢ use assessments that are congruent with instructional goals? ➢ develop and use a variety of formative and summative assessment tools and information for planning instruction, feedback and reflection?	The teacher is **not familiar** with the wide variety of state, district, and school assessment methods and options. As a result, the teacher is not able to use those assessments effectively and **does not** use them to guide instruction. The teacher uses very few formative and summative assessment tools and rarely collaborates when it comes to assessment planning.	The teacher is partially aware of district, school, and state assessments and **occasionally** uses formative and summative assessments to guide instruction. The assessments are at times congruent with instructional goals for students. The teacher **sometimes** collaborates with colleagues in the planning and use of assessments.	The teacher is generally **aware** of district, school, and state assessments and as a rule uses formative and summative assessments to guide instruction. The assessments are congruent with whole group and individual instructional goals. The teacher usually collaborates with others to plan common assessments. Activities provide opportunities for higher level thinking.	The teacher is **acutely** aware of district, school, and state assessments and effectively uses a variety of formative and summative assessments to guide instruction. The assessments are **strongly** congruent with whole group and individual instructional goals. The teacher also designs formative assessments and frequently collaborates with others to plan common assessments. Students participate in designing rubrics and assessments that match teacher specified learning.

Possible evidence to look for:

- ✓ Deep knowledge of content is communicated in a variety of forms (classroom artifacts, resources made available to students, etc.).
- ✓ Student success on classroom-based assessments.
- ✓ The teacher has a strong command of subject matter and possesses deep content knowledge.
- ✓ The teacher is always learning new things about the content.
- ✓ The teacher has set learning goals for students that can be measured.
- ✓ Year-long, unit, and weekly lesson plans have been developed that include instructional goals and learning outcomes.
- ✓ Lesson and unit objectives are written on the board or posted in the classroom for students to see and understand.
- ✓ Standards, goals and learning objectives are communicated with stakeholders.
- ✓ Teacher practice reflects understanding of topics and concepts and provides a link to prior knowledge.
- ✓ Lesson quality reflects rigorous and important learning in the content material.

DOMAIN II: CLASSROOM ENVIRONMENT		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Standard 6: Climate of Respect and Learning Does the teacher… ➢ create an environment that promotes equity, respect and positive interpersonal interactions? ➢ Interact with students appropriately to developmental and cultural norms? ➢ have high expectations for student success, quality work and student achievement? ➢ keep students actively engaged?	The teacher **has not** been able to create a classroom environment that promotes equity, respect, and positive interactions. Inappropriate interactions between students are common. The teacher **does not** have high expectations for student success, quality work, or achievement. Passive, retreating, or rebellious actions mark student behavior. Students are **occasionally** engaged and demonstrating learning.	The teacher has created an environment that **sometimes** supports equity, respect, and positive interactions. Student to student interactions are **sometimes** positive and appropriate to cultural norms. There are expectations for student success, quality work, and achievement, but those expectations only **sometimes** result in student engagement and learning. Students are engaged and **sometimes** demonstrate learning and achievement in a variety of ways.	The teacher has created an environment that **typically** promotes equity, respect, and positive interactions. Student to student interactions are **frequently** positive and appropriate to cultural norms. There are appropriate expectations for student success, quality work, and achievement. Student engagement and learning is frequently evident and demonstrated in a variety of ways.	The teacher has created an environment that **strongly** promotes equity, respect and positive interactions. Student to student interactions are **consistently** positive and appropriate to cultural norms. There are high expectations for student success, quality work, and achievement. Student engagement and authentic learning are consistently evident and is demonstrated in a variety of ways.
	Standard 7: Classroom Procedures and Physical Environment Does the teacher… ➢ develop and employ classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs? ➢ design a safe and accessible classroom environment for all students? ➢ facilitate smooth transitions with little loss of instructional time? ➢ ensure all students have access to materials, technology and necessary resources?	The teacher **does not** have a clear system to manage classroom procedures; as a result, student learning is compromised. The classroom environment is not always safe and accessible for all. There is loss of instructional time during transitions and students do not have consistent access to the materials they need to be successful. There are low to medium expectations for student achievement.	The teacher has a **somewhat** clear system to manage classroom procedures; as a result, student learning is sometimes supported. Most of the time the classroom environment is safe and accessible for all. There is some loss of instructional time during transitions and students **do not** usually have access to the materials they need to be successful. The classroom culture is characterized by a low commitment to learning.	The teacher has developed an **effective** and **efficient** system to manage classroom procedures; as a result, student learning is frequently supported. The classroom environment is safe and accessible for all. There is little loss of instructional time during transitions and students have consistent access to materials they need to be successful. Students complete work of high quality.	The teacher has developed an **extremely** effective and efficient system to manage classroom procedures; as a result, student learning is **consistently** supported. The classroom environment is safe and accessible for all. There is no loss of instructional time during transitions and students have high access to the materials they need to be successful. Students take initiative in improving the quality of their learning.

DOMAIN II: CLASSROOM ENVIRONMENT		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Standard 8: Managing Student Behavior Does the teacher… ➢ clearly communicate and enforce classroom and school expectations? ➢ address inappropriate behavior consistently and appropriately? ➢ proactively address student behavior?	The teacher **does not** have a clear system of classroom expectations and **does not** clearly communicate or enforce classroom and school expectations. As a result, inappropriate student behavior occurs on a regular basis. The teacher reacts to negative behavior rather than proactively promoting positive behavior. There is little evidence that students know or follow an established routine.	The teacher has developed classroom expectations that are **sometimes** effective. Classroom and school expectations are communicated and enforced on a regular basis; however, student behavior is appropriate only some of the time. The teacher is **sometimes** proactive, and is not able to prevent negative behavior through monitoring, pre-teaching, reminders and positive reinforcement.	The teacher has developed classroom expectations that are **frequently** effective. Classroom and school expectations are frequently communicated and enforced. The teacher is involved in supporting positive behavior beyond the classroom. Student behavior is **usually** appropriate. The teacher is frequently proactive and able to prevent negative behavior through monitoring, pre-teaching, reminders, and positive reinforcement.	The teacher has developed **consistently** effective classroom expectations. Classroom and school expectations are consistently communicated and enforced. The teacher is involved in supporting positive behavior beyond the classroom. Student behavior is **almost always** appropriate. The teacher is consistently proactive, and is able to prevent negative behavior through monitoring, pre-teaching, reminders, positive reinforcement and a host of other strategies. Students take an initiative to ensure that their classroom runs smoothly.

Possible evidence to look for:

- ✓ Classroom and student displays promote a climate of learning and respect.
- ✓ Students treat other students, staff, and community in positive and appropriate ways.
- ✓ The teacher promotes a classroom of respect and learning; genuine warmth, caring and sensitivity is shown to students.
- ✓ The teacher demonstrates knowledge of behavior systems and uses them effectively.
- ✓ Students treat equipment, materials, and facilities with respect.
- ✓ Classroom is organized and welcoming.
- ✓ Transitions are smooth and maximize instructional time.
- ✓ The teacher has a clear and articulated system for managing all classroom procedures.
- ✓ Students know, understand, and can explain classroom procedure to others and show initiative in improving their classroom experience.
- ✓ Classroom displays are appropriate and relevant to teaching assignment
- ✓ The teacher is familiar with, and uses, effective behavior strategies to maintain positive behavior in the classroom.
- ✓ Students are well-behaved, treat one another with respect, and follow directions.
- ✓ Classroom expectations are posted, regularly taught, re-taught and reinforced.
- ✓ Students demonstrate awareness of the classroom and school expectations.

DOMAIN III: INSTRUCTION		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Standard 9: Lesson Delivery Does the teacher… ➢ exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies? ➢ activate students' prior knowledge? ➢ differentiated to meet the needs of diverse learners? ➢ use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking? ➢ use technology effectively? ➢ use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing?	The teacher's lesson is **unclear** or difficult to understand. The teacher is unaware of the need and importance of activating students' prior knowledge. There is little evidence of higher level thinking or problem-solving. The teacher occasionally uses effective questioning techniques and rarely differentiates instruction to meet the needs of students. Students are occasionally engaged in learning. There is no use of technology in the classroom, or the teacher ineffectively uses the available technology. There is no evidence of various modes such as speaking, listening, reading or writing to expand learners' communication.	**Sometimes** the teacher's lesson is clear and easy to understand. The teacher only sometimes applies strategies to access students' prior knowledge. There is **some** evidence of higher level thinking and problem-solving. The teacher uses some effective questioning techniques, and sometimes differentiates instruction to meet the needs of students. Students are engaged in learning some of the time. There is limited or uneven use of technology in the classroom. There is some evidence of various modes such as speaking, listening, reading or writing to expand learners' communication.	The teacher's lesson is clear and easy to understand. The teacher **frequently** activates students' prior knowledge. Higher level thinking and problem-solving frequently occur. The teacher frequently uses effective questioning techniques and differentiates instruction to meet the need of students. Active engagement and student ownership are evident in the classroom. Technology frequently enhances instruction. There is frequent evidence of various modes such as speaking, listening, reading or writing to expand learners' communication.	The teacher's lesson is clear and easy to understand. The teacher consistently activates students' prior knowledge. Higher level thinking and problem-solving **consistently** occur. The teacher consistently uses a variety of questioning techniques and strategies, to differentiate instruction to meet the needs of all students. High levels of active engagement and student ownership are consistently evident in the classroom. Appropriate technology is embedded in and enhances all lesson delivery. Student use of various modes, such as speaking, listening, reading and writing enhance all lessons.
	Standard 10: Feedback to Students Does the teacher… ➢ demonstrate the ability to listen to students and respond appropriately? ➢ provide constructive feedback that facilitates learning and academic growth? ➢ provide constructive feedback that is consistent, ongoing, timely and in a variety of forms?	Teacher feedback provided to students is not respectful, not constructive, and/or **does not** motivate students to improve their academic or behavior performance. Appropriate feedback techniques are not used. Interactions are only teacher to student'; students are not invited to speak to one another.	Teacher feedback provided to students is **sometimes** respectful, and/or motivates students to improve their academic behavior. Appropriate feedback techniques are sometimes used. There is a limited amount of peer to peer feedback that is respectful and positive.	Teacher feedback provided to students is **usually** respectful, constructive and motivates students to improve their academic or behavior performance. Appropriate feedback techniques are used. Peer to peer feedback is sometimes respectful and positive.	Teacher feedback provided to students is **consistently** respectful, constructive and motivates students to improve their academic or behavior performance. Appropriate feedback techniques are used. Peer to peer feedback is consistently respectful and positive.

DOMAIN III: INSTRUCTION		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Standard 11: Assessment for Learning Does the teacher… ➢ use assessment data to prepare for individual and group instruction, including re-teaching when necessary? ➢ use formative assessments during classroom instruction to facilitate student learning? ➢ demonstrate the ability to use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state assessments? ➢ engage students in assessing their own learning?	Assessment data is **not** used to guide instruction. The teacher is unfamiliar with how assessments can be used to inform instruction; as a result, the instruction delivered is frequently irrelevant. The teacher does not support students to use self-assessment as a reflection of learning.	Assessment data is **sometimes** used to inform instruction. The teacher is unsure when to use formative assessments and when to use summative assessments. The teacher **does not** have a clear system of tracking assessments, and therefore does not accurately know the performance level of students. The teacher sometimes makes self-assessment tools available to students for reflecting upon their own learning.	Assessment data is used to inform instruction; as a result the instruction is relevant and engaging for most students. Students are **somewhat** familiar with their own assessment data and have ownership over their learning. The teacher effectively tracks assessments and accurately addresses the performance levels of most of her students. Knowledge and practice of assessments beyond the district and state options are usually present. The teacher frequently engages students in self-assessment of their own learning.	Assessment data is used to inform instruction; as a result the instruction is relevant and **engaging** for all students. Students are familiar with their own assessment data and have ownership over their learning. The teacher has an **effective** and clear system of tracking assessments and accurately addresses the performance levels of her students. Deep knowledge and practice of assessments beyond the district and state options are clearly present. The students clearly understand and self-assessment to monitor their own learning. Students are aware and monitor their own understanding.

Possible evidence to look for:

- ✓ Students are actively engaged in learning.
- ✓ The teacher is organized, knows the required learning targets, and effectively communicates objectives to students.
- ✓ Students are able to communicate learning targets and objectives are clear to the students.
- ✓ The teacher uses questioning strategies throughout lesson delivery.
- ✓ Instructional delivery is differentiated to meet the learning needs of all students.
- ✓ A variety of strategies, (i.e. technology, cooperative learning, use of art, service learning) are used to deliver instruction.
- ✓ Students are not afraid to make mistakes or ask questions and are willing to take risks in their learning.
- ✓ Students show motivation and initiative in understanding the content of instruction; they can revise, add detail or help peers.
- ✓ The teacher sets high expectations through meaningful feedback and encourages students to meet those high expectations by providing the necessary support.
- ✓ The teacher can produce evidence of systems designed to facilitate frequent, consistent, specific feedback.
- ✓ Teacher designs questions with the purpose of determining student understanding so that they can provide meaningful feedback.
- ✓ Frequency, specificity, and consistency of feedback.
- ✓ The teacher can describe how assessment is used prior to, during, and after instruction.
- ✓ The teacher knows the difference and distinct uses of formative and summative assessments.
- ✓ The teacher maintains detailed assessment data and records of student performance.

DOMAIN IV: PROFESSIONAL RESPONSIBILITY		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Standard 12: Professional Growth Does the teacher… ➢ actively participate in professional development opportunities relevant to his or her teaching assignment? ➢ actively engage in meaningful goal setting? ➢ pursue professional growth through reflection, self-assessment, learning and knowledge of best practices?	The teacher **does not** take advantage of professional development opportunities when they arise. The teacher does not engage in meaningful goal setting. The teacher has little knowledge about best practices. The teacher avoids discussion on professional practices.	The teacher **sometimes** takes advantage of professional development opportunities when they arise. The teacher **sometimes** engages in meaningful goal setting. The teacher is **somewhat** knowledgeable about best practices.	The teacher **frequently** takes advantage of professional development opportunities when they arise. The teacher engages in meaningful goal setting. The teacher is knowledgeable about best practices.	The teacher **consistently** takes advantage of professional development opportunities when they arise. In addition, the teacher demonstrates leadership by taking on various leadership roles relevant to the profession. The teacher engages in meaningful goal setting. The teacher is **extremely** knowledgeable about best practices.
	Standard 13: Record Keeping and Communication Does the teacher… ➢ carry out assigned duties? ➢ maintain accurate records according to district and building protocol? ➢ know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards? ➢ maintain appropriate confidentiality? ➢ communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor? ➢ facilitate meetings effectively? ➢ effectively and appropriately collaborate with colleagues and other professionals?	The teacher's record-keeping is **not** accurate or complete, and has trouble explaining it to others. The teacher does not effectively communicate with stakeholders. The teacher is frequently not available to others and **does not** return phone communications consistently. At times the teacher does not respond in a professional manner. The teacher does not effectively collaborate. The teacher does not effectively facilitate necessary meetings. The teacher struggles to follow directions and carry out assigned duties. The teacher needs constant reminders to turn in paperwork and complete required reports.	The teacher carries out most duties as assigned, maintains accurate records but **sometimes** needs reminders to complete necessary paperwork or reports. The teacher responds professionally most of the time and is available to others when needed. The teacher sometimes returns communications in a timely manner. The teacher sometimes effectively communicates with stakeholders. The teacher sometimes collaborates effectively. The teacher sometimes effectively facilitates necessary meetings.	The teacher carries out all duties as assigned, maintains accurate and organized records and completes necessary paperwork or reports. The teacher responds professionally in **most** situations and is available to others when needed. The teacher returns communications in a timely manner. The teacher **frequently** initiates communication with stakeholders. The teacher frequently communicates effectively with stakeholders. The teacher frequently collaborates effectively. The teacher effectively facilitates necessary meetings. Students have access to information about completed or missing assignments.	The teacher carries out all duties as assigned, maintains accurate and organized records and completes necessary paperwork or reports. The teacher responds professionally in **all** situations and is available to others when needed. The teacher returns phone calls and e-mails in a timely manner. The teacher initiates communication with stakeholders. The teacher consistently communicates effectively with stakeholders. The teacher **consistently** collaborates effectively. The teacher consistently and effectively facilitates necessary meetings. Students have explicit knowledge of missing or incomplete assignments.

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	Standard 14: Commitment to Instructional Initiatives Does the teacher… ➢ support building and district instructional priorities? ➢ know and actively participate in building and district instructional initiatives?	The teacher is **not** aware of building or district instructional initiatives and rarely directs effort toward learning about the initiatives or altering practices to change in the direction of the building or district. The teacher **does not** implement strategies toward the building and district instructional initiatives. The teacher has demonstrated by action and unwillingness to change, learn, or grow as a professional.	The teacher is **sometimes** aware of building and district instructional initiatives and directs **some** effort toward learning about the initiatives. The teacher sometimes alters practice to implement building and district instructional initiatives. The teacher sometimes demonstrates a willingness to change, learn, and grow as a professional.	The teacher is aware of building and district instructional initiatives and directs **significant** effort toward learning about the initiatives. The teacher is **frequently** alters practices in order to change toward the building or district instructional initiatives. The teacher demonstrates a willingness to change, learn, and grow as a professional.	The teacher is aware of building and district instructional initiatives and directs **significant** effort toward learning about the initiatives. Not only does the teacher alter practice in order to change but is **usually** a leader in helping others to embrace the change process toward the building or district instructional initiatives. The teacher demonstrates a willingness to change, learn, and grow as a professional, but is also able and willing to lead others.

Possible evidence to look for:

- ✓ The teacher can describe best practices when it comes to instruction, and is able to incorporate instructional initiatives.
- ✓ The teacher pursues professional growth opportunities and applies the learning.
- ✓ The teacher displays the qualities of a learner that include the habits of reading, writing, reflection, and sharing with others.
- ✓ The teacher is seeking to improve performance through professional growth opportunities.
- ✓ The teacher can be counted on to complete all required duties, reports, paperwork and grades.
- ✓ The teacher's record-keeping system is clear, organized, up-to-date, and easy to understand.
- ✓ The teacher makes an effort to be available and returns communications in a timely manner.
- ✓ The teacher initiates communication with stakeholders.
- ✓ The teacher is an effective facilitator and is able to develop meetings, agendas, adjourn meetings on time, and develops action steps.
- ✓ The teacher has a high value for collaboration and frequently is involved in projects and activities that require collaboration.
- ✓ The teacher has a high value for positive relationships and does not engage in rumors or gossip.
- ✓ The teacher supports building and district instructional priorities through increased knowledge and a change in teaching practices.
- ✓ The teacher is able to inspire others to adopt and support building and district instructional initiatives.
- ✓ The teacher is considered a leader in terms of honesty, integrity and confidentiality.

Performance Levels

Cascade's Standards of Professional Practice includes four levels of performance: Unsatisfactory, Basic, Proficient, and Distinguished. It is important to recognize that the levels are levels of performance of *teaching*, not of *teachers*.

Unsatisfactory

The teacher performing at the Unsatisfactory level does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area. In some areas of practice, performance at the Unsatisfactory level represents teaching that is below the licensing standard of "do no harm." For example, students are treated with sarcasm or put-downs, the environment is chaotic, or learning is shut down. Therefore, if a supervisor encounters performance at the Unsatisfactory level, it is very likely time to intervene. For a mentor, a component at the Unsatisfactory level represents a first priority for coaching.

Basic

The teacher performing at the Basic level appears to understand the concepts underlying the component 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 experience (particularly supported by a mentor) will enable the teacher to become proficient in this area.

Performance at the Basic level is characteristic of student teachers or teachers new to the profession-those for who virtually everything they do, almost by definition, is being done for the first time. So it is not surprising that not everything goes according to plan. Even when experienced teachers try a new activity, its implementation may be rough or inconsistent (for example it may take longer than planned or not as long, or the directions for the activity may not be clear). In fact, when trying a new activity or when teaching in a new assignment, experienced teachers may perform at the Basic level for the same reason a new teacher might-they are doing something for the first time.

For supervision or evaluation purposes, this level is generally considered minimally competent for teachers early in their careers; improvement is likely to occur with experience, and no actual harm is being done to students. But enhancement of skill is important, and a mentoring or coaching program will ensure that such improvement occurs in a supportive environment.

Proficient

The teacher performing at the Proficient level clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

Teachers at the Proficient level are experienced, professional educators. They thoroughly know their content, they know their students, they know the curriculum and have a broad repertoire of strategies and activities to use with students, and they can move easily to Plan B if that turns out to be necessary. And they have eyes in the backs of their heads! Many of the routines of teaching have become automatic, and proficient teachers have developed a sophisticated understanding of classroom dynamics and are alert to events that don't conform to the expected pattern.

Teachers performing at the Proficient level have mastered the work of teaching while working to improve their practice. They can also serve as resources to one another as they participate in a professional community.

Distinguished

Teachers performing at the Distinguished level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a quantitatively different level from those of other teachers. Such classrooms consist of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning. All the common themes are manifested, as appropriate, in the classroom of a teacher performing at a Distinguished level.

A classroom functioning at the Distinguished level seems to be running itself; it almost appears that the teacher is not doing anything. It is seamless; the students know what to do and get right to work. When novice teachers observe a class at this level, they typically don't recognize what they are seeing; they can observe the results of what the teacher has created but aren't always aware of how the teacher did it.

Distinguished-level performance is very high performance and, indeed, some teachers (particularly with some groups of students) may never attain it consistently. As some educators have phrased it, "Distinguished-level performance is a good place to visit, but don't expect to live there." The student component is important, because with some groups of students it is a daunting challenge to create a community of learners. It may take all year to make much progress at all. But the Distinguished level remains a goal for all teachers, regardless of how challenging it may be in any particular set of circumstances.

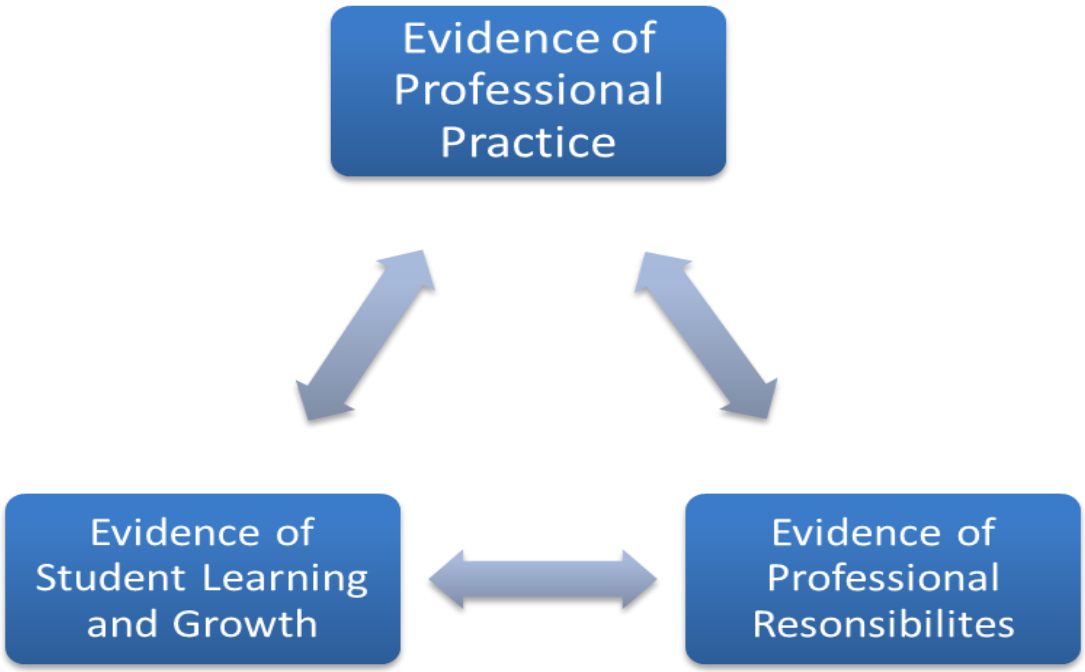
As a summary of the levels of performance, a swimming metaphor is helpful. The teacher at the Unsatisfactory level could be compared to a non-swimmer who has been thrown in deep water and is drowning. The swimmer, who can manage the dog paddle, but nothing else, is similar to the teacher performing at the Basic level; the swimmer can get across the lake but may be swamped if any waves come up. A swimmer with command of a number of different strokes, and the knowledge of when to use which, is similar to a teacher performing at the Proficient level. And a competitive swimmer, who is perfecting her strokes, or a swimmer teacher, would be the equivalent of the teacher performing at the Distinguished level.

Multiple Measures

The multiple measures refer to tools, instruments, protocols, assessments, and processes to collect evidence on performance and assessment. These measures must support each of the following three categories of the Educators' Professional Growth and Evaluation Handbook:

A. Professional Practice
B. Professional Responsibilities
C. Student Learning and Growth

All teachers will be evaluated using at least two measures for each of the three components in combination with one another. Teachers will use evidence from all three areas and components to holistically rate performance.



Cascade's teaching standards has four domains with 14 standards. These standards and the teacher's professional growth goal support the Professional Practice and Professional Responsibilities. The Student Learning and Growth Goals process supports the Student Learning and Growth component.

Professional Practice:

Domain 1: Planning and Preparation
Domain 2: Classroom Environment
Domain 3: Instruction

Evidence will support the quality of the teachers' planning, delivery of instruction and assessment of student learning. Documentation will include classroom observations, mini observations, and artifacts to include lesson plans, curriculum design, student assignments and student work.

Professional Responsibilities:

Domain 4: Professional Responsibilities

Evidence will support teacher's progress toward their professional goals and contribution to school-wide goals. Documentation will include teacher reflections, self-reports, data analysis, professional goal setting, student growth goal setting, records of contribution, peer collaboration, teamwork, parent/teacher surveys, meetings, PLC's, portfolios, building and district level leadership activities.

Student Learning and Growth:

Teachers will establish at least two student learning and growth goals (SLGs) and identify strategies and measures that will be used to determine goal attainment. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on how students are performing at the start of the course/class.

For those teachers who provide instruction in academic content areas, at least one of the two goals set must reflect the standards of the content area they teach.

For those teachers who do not provide instruction in academic content areas goals should reflect the standards to which they instruct.

Examples of Measures	Guidance
Statewide Assessments • SMARTER Balanced • OAKS Extended Assessments[1] • Science assessment • Social Sciences Assessment • ELPA	• Same assessment and administration guidelines are used statewide
Other Assessments • Commercially developed assessments that include pre- and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple	• Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria

types of performance	
Other Non-Academic Measures • Attendance rates • 9th grade on-track • Graduation rates • Behavioral data	

Professional Growth and Evaluation Cycle

The Teacher Professional Growth and Evaluation Handbook has a cycle of continuous professional development to support effective instruction that will impact student success. The cycle allows for continued review and feedback as the teacher and evaluator plan for opportunities for feedback and meaningful conversations. This Professional Growth and Evaluation Cycle supports professional growth and learning.

Self–Assessment/Reflection: Framework and student data will be reviewed and prioritized. The teacher will assess the areas of strength and areas for professional growth. The teacher will also analyze student data to prepare for the Student Learning and Growth goals. The standards rubric will be used for the assessment.

Goal Setting:
Based on the self-reflection and assessment of student data, the teacher will write two Student Learning and Growth (SLG) goals and one Professional Practice and Professional Responsibilities goal. The goals form will be used.

Observation/Collection of Artifacts:
The teacher will collect evidence to support the three components: Professional Practice, Professional Responsibilities, and Student Learning.

Formative Assessment/Mid-Year Review:
The evaluator and teacher review the teacher's progress toward the student learning and professional growth goals and performance against the standards. This will include the review of evidence, professional conversations and professional growth. This review promotes awareness of growth and additional professional growth needs. The teacher will have the opportunity to make adjustments in the instructional practices and additional professional learning opportunities. The goals form will be used.

Observation/Collection of Artifacts:
Following the Formative Assessment/Mid-Year review, the teacher and evaluator will collect evidence to support the three components: Professional Practice, Professional Responsibilities, and Student Learning.

Summative Evaluation:
The Summative Evaluation (annual for probationary teachers and every two years for contract teachers) is the culminating meeting with the multiple examples of evidence for all areas. The evaluator will assess the teacher's performance against the standards of Professional Practice and Professional Responsibilities, attainment of student learning and growth goals and professional growth goal. The summative evaluation form and the goals form will be used.

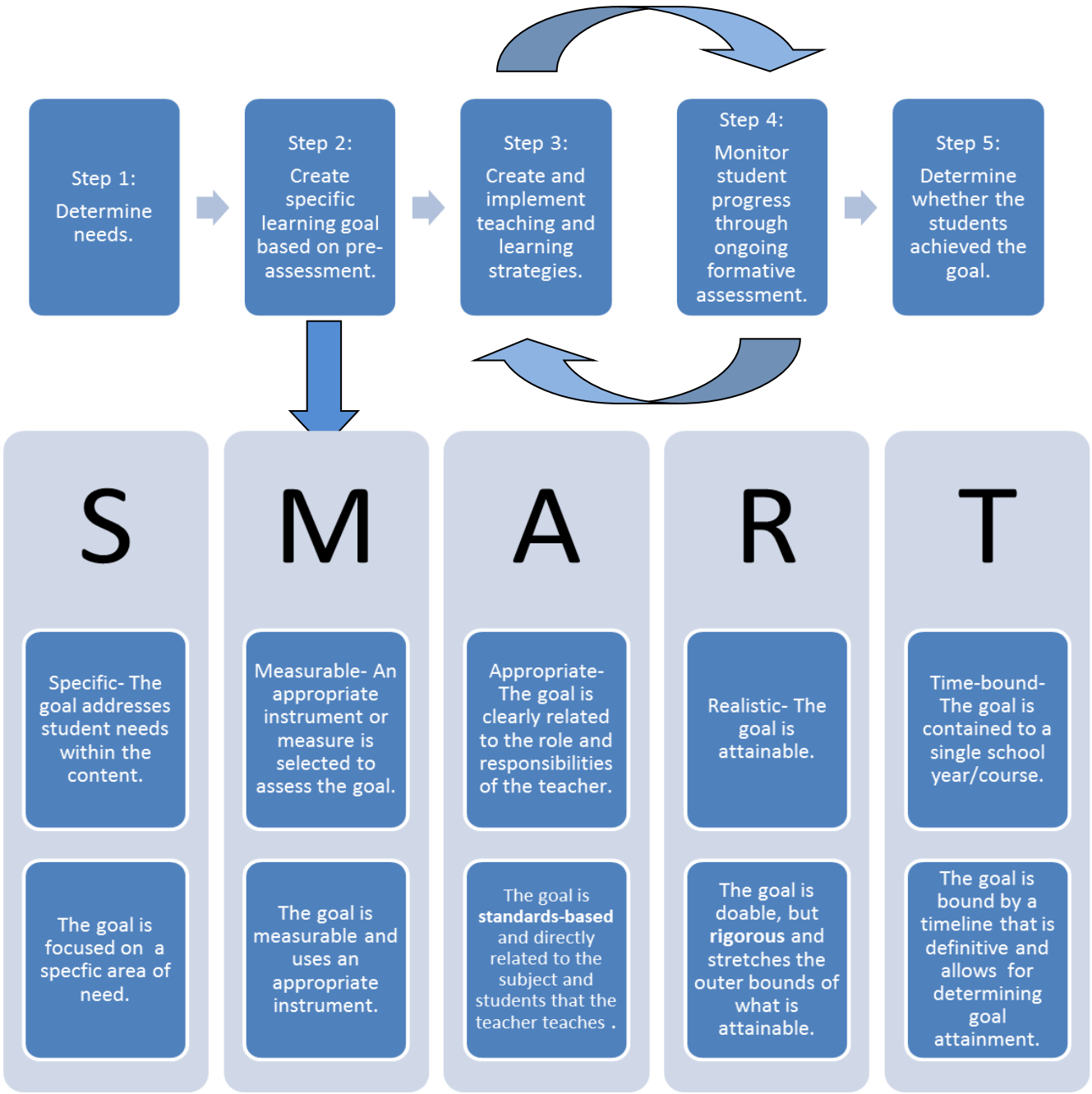
Professional Development:
This district believes that an effective evaluation process is more meaningful when professional development continually supports improved practice resulting in high student achievement. To that end, linking evaluations with high quality professional learning is key. Aligned evaluation systems inform educators of strengths and weaknesses and provide opportunities to make informed decisions regarding individual professional growth needs. High quality professional learning is sustained, focused and relevant to the educator's goals and needs. All educators shall have opportunities for professional growth not only those whose evaluation ratings do not meet standards.

The TalentEd Perform system allows the district to extract evaluation data to inform professional development needs among educators. An annual review of this data by the district level leadership team will allow us to focus professional development efforts.

Student Learning and Growth Goals (SLGs)

Goal Setting Process:
Setting SLG goals is a collaborative process in which teachers and evaluators enter into a conversation to create a rigorous, yet realistic goal that examines the educator's impact on student learning and growth. The following diagram illustrates the process for developing these SMART goals.

Step-By-Step SMART Goal Process



SLG Goal Quality Review

Once a teacher creates a SLG goal the following checklist should be used in order to approve the goal. For an SLG goal to be approved, all criteria must be met.

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

Once SLG goals are approved, educators start collecting the information needed to measure student progress as defined in the SLG goal. The collection and analysis of data continues throughout the course or school year to monitor student progress towards goals. The teacher is responsible for collecting and organizing documentation, including the approved SLG goals and evidence of progress defined within it, in a way that is easy for them to reference and for the evaluators to review. At the end of the course or school year, teachers meet with their evaluator to review results.

***Examples of SMART Student and Learning Growth goals are available on the district's website, under Human Resources Department, Teacher Evaluation*

Collection of Evidence/Artifacts

Artifacts are indicators of a teacher's professional practice. They are not intended to be a portfolio of completed work. They are meant to support a teacher's evaluation process and the progress toward his/her goals. Artifacts are not put into the personnel file. They are for dialogue purposes only. Evaluators should be cognizant of practices/artifacts in a teacher's classroom. Teachers may choose to make artifacts available to his/her evaluator in order to support the demonstration of the teaching and learning that is observed in the classroom.

The artifacts listed below are intended as examples:

- Classroom Observations
- Teacher self-assessment (must be done through TalentEd Perform)
- Teacher reflection (must be done through TalentEd Perform)
- Planning documents – individual lesson plans and unit plans
- Samples of student work or other evidence of student learning
- Samples of assessments
- PLC team notes
- Parent and community communications (ex. newsletters, logs of parent contacts)
- Logs of professional development activities
- Teaching artifacts (ex. classroom management plan, cooperative group activities, individual student schedules,

Observation Expectations

MINI-OBSERVATIONS

Mini-observations will take place throughout the school year for ALL teachers. These observations will be approximately 10 minutes in length and will take place at different times of the day. They may occur by the supervisor dropping in as well as by teacher invitation.

Feedback will be given to the teacher after each mini-observation and will be given in written form using a variety of tools. In addition, there will be a minimum of **at least three (3) face-to-face opportunities for feedback in the year**.

Mini-observations can occur during any phase of the teacher's duties – in the classroom; while supervising students in the hallway or playground; in meetings with parents or staff, etc.

**A minimum of one (1) mini-observation is required for probationary teachers and a minimum of three (3) mini-observations is required for contract teachers by February 15th, with a total minimum of five(5) required by May 15th.

FORMAL OBSERVATIONS

All probationary teachers will have at least 2 formal observations in addition to the mini-observations during their first three years. Contract teachers may be formally observed at the discretion of the building administrator.

I. Pre-Conference*

The supervisor and teacher meet to discuss items of mutual interest concerning the observation. The data collection to be used during the observation will be identified and mutually understood by the supervisor and teacher.

* May be waived by mutual consent of teacher and supervisor.

II. Observation

During the classroom observation, the supervisor will collect specific data based on the following 3 Domains and 11 Standards where applicable .

I. Planning and Preparation
1. Knowledge of Content
2. Knowledge of Students
3. Instructional Goal Setting
4. Lesson Design
5. Assessment Planning

II. Classroom Environment
6. Climate of Respect and Learning
7. Classroom Procedures and Physical Environment
8. Managing Student Behavior

III. Instruction
9. Lesson Delivery
10. Feedback to Students
11. Assessment for Learning

The length of observation will be no less than a cohesive portion of an instructional period or meeting.

III. Reflection Sheet

This format is intended to be available to use and be completed by the teacher being observed. The post-observation conference will focus on the data collected by the administrator and the input from the teacher regarding the items on the Reflection Sheet.

IV. Reflection Conference

As soon as is practical after the observation, a conference will be scheduled. The supervisor and teacher will discuss the data. From this evidence, areas of reinforcement and /or improvement could be established. The date and time of the next observation may be set. A written observation report will be completed.

V. Frequency

1st year teachers – 2 by February 15th
2nd and 3rd year teachers – 2 by February 15th

Timeline: Probationary Teacher

Probationary Teacher – Evaluation Cycle

Evaluation Cycle	Timeline
Self-Assessment and Goal Setting • Teacher self-assesses using the professional standards rubric – *form in TalentEd Perform* • Teacher reviews student data and develops two student learning and growth goals using the SMART format (SMART – Specific, Measurable, Appropriate, Relevant, & Time-Bound) and one professional growth goal – *form in TalentEd Perform* • Teacher and Administrator meet; goals need to be reviewed using the SLG Goal Quality Checklist (see pg. 25)	By November 1
Observations & Collection of Evidence • Minimum of two (2) formal observation required - *(documented in TalentEd Perform)* • Minimum of five (5) walkthrough observations per year; verbal and written feedback given to the teacher - *(documented in TalentEd Perform)* • Collection of evidence can include artifacts of teacher's work throughout this year. Teacher can provide these artifacts to supervisor during the year.	Ongoing throughout the school year
Mid-Point Goal Review • Review of progress toward meeting the teacher's goals, using student data, and identifying any adjustment to strategies and areas for additional support - *form in TalentEd Perform* • Teacher and Administrator meet	By February 28
Self-Reflection • Annually teachers will submit a written self-reflection that includes progress they have made on their goals and identifying professional development needs. *Form in TalentEd Perform* The teacher can include artifacts that support their reflection, such as student assessment data.	Before final evaluation
Summative Evaluation • Administrator reviews collection of evidence throughout year, teacher's self-reflection and progress toward meeting the goals • Written formal evaluation - - *form in TalentEd Perform* • Teacher and Administrator meet to discuss standard and domain ratings. This may be done as a collaborative process between the teacher and the administrator.	By June 1

Timeline: Contract Teacher

Contract Teacher - Evaluation Cycle

YEAR ONE Informal Evaluation	Timeline
Self-Assessment and Goal Setting • Teacher self-assesses using the professional standards rubric – *form in TalentEd Perform* • Teacher reviews student data and develops two student learning and growth goals using the SMART format (SMART – Specific, Measurable, Appropriate, Relevant, & Time-Bound) and one professional growth goal – *form in TalentEd Perform* • Teacher and Administrator meet; goals need to be reviewed using the SLG Goal Quality Checklist (see pg. 25)	By November 1
Observations & Collection of Evidence • Minimum of 2-3 walkthrough observations per year; verbal and written feedback given to the teacher -*(documented in TalentEd Perform)* • Collection of evidence can include artifacts of teacher's work throughout this year. Teacher can provide these artifacts to supervisor during the year.	Ongoing throughout the school year
Mid-Point Goal Review • Review of progress toward meeting the teacher's goals, using student data, and identifying any adjustment to strategies and areas for additional support - *form in TalentEd Perform* • Teacher and Administrator meet	By February 28
Self-Reflection and Check-in • Annually teachers will submit a written self-reflection that includes progress they have made on their goals and identifying professional development needs. *Form in TalentEd Perform* The teacher can include artifacts that support their reflection, such as student assessment data. • Teacher and administrator meet to review progress of goals	By June 1

YEAR TWO Formal Evaluation	Timeline
Self-Assessment and Goal Setting • Teacher self-assesses using the professional standards rubric – *form in TalentEd Perform* • Teacher reviews student data and develops two student learning and growth goals using the SMART format (SMART – Specific, Measurable, Appropriate, Relevant, & Time-Bound) and one professional growth goal – *form in TalentEd Perform* • Teacher and Administrator meet; goals need to be reviewed using the SLG Goal Quality Checklist (see pg. 25)	By November 1

Observations & Collection of Evidence • Minimum of 2-3 walkthrough observations per year (with a minimum of 5 walkthrough observations over 2 years); verbal and written feedback given to the teacher - *(documented in TalentEd Perform)* • Collection of evidence can include artifacts of teacher's work throughout this year. Teacher can provide these artifacts to supervisor during the year.	Ongoing throughout the school year
Mid-Point Goal Review • Review of progress toward meeting the teacher's goals, using student data, and identifying any adjustment to strategies and areas for additional support - *form in TalentEd Perform* • Teacher and Administrator meet	By February 28
Self-Reflection • Annually teachers will submit a written self-reflection that includes progress they have made on their goals and identifying professional development needs. *Form in TalentEd Perform* The teacher can include artifacts that support their reflection, such as student assessment data.	Before final evaluation
Summative Evaluation • Administrator reviews collection of evidence throughout year, teacher's self-reflection and progress toward meeting the goals • Teacher may use any 2 of the 4 goals for basis of summative evaluation in the two year cycle • Written formal evaluation - - *form in TalentEd Perform* • Teacher and Administrator meet to discuss standard and domain ratings. This may be done as a collaborative process between the teacher and the administrator.	By June 1

**A Program of Assistance for Improvement may be initiated at any point of the Evaluation/Supervision process.*

Calculating the Final Summative Rating

The Summative Rating is determined by averaging the ratings from each of the four (4) professional practice and professional responsibilities domains with each rating receiving the following point values: Unsatisfactory (1); Basic (2); Proficient (3); and Distinguished (4).

Scores will be totaled and averaged to reflect the following summative ratings:

3.6 - 4.0 = 4 Distinguished
2.81-3.59 =3 Proficient
1.99-2.8 = 2 Basic
<1.99 = 1 Unsatisfactory

Student Learning & Growth: Although included in the evaluation, the results of student learning and growth will not be factored into the final summative evaluation.

Summative Performance Levels and Professional Growth Paths

Based on the final summative rating, the four types of Professional Growth Paths (1-4) are defined as follows:

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice	Implications for Professional Growth
Distinguished (4)	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities	Teacher Leadership Opportunities
Proficient (3)	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning	Teacher Leadership Opportunities
Basic (2)	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan	Targeted Goal Setting
Unsatisfactory (1)	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice	Program of Assistance for Improvement (POA)

4-Distinguished Growth Path - The educator leads the conversation and chooses the focus of the professional goal(s) as the educator and evaluator collaborate on the professional growth goal(s). If the educator had a SLG performance of Basic (level 2), the professional goal(s) should also include a focus on increasing the educator's overall aptitude in this measure.

3-Proficient Growth Path - The educator and evaluator collaboratively develop the educator's professional goal(s). The educator and evaluator have an equal voice in developing the professional goal(s). If the educator was Unsatisfactory (level 1) or Basic (level 2) in SLG performance, the professional goal(s) should also include a focus on increasing the educator's overall aptitude in this measure.

2-Basic Growth Path - The evaluator consults with the educator and uses the information gathered to inform the educator's professional goal(s). This path is more evaluator directed but does take into consideration the voice of the educator in developing the professional goal(s). If the educator was UNSATISFACTORY (level 1) or BASIC (level 2) in SLG performance, the professional goal(s) should also include a focus on increasing the educator's overall aptitude in this measure.

1-Unsatisfactory Growth Path - The evaluator directs the educator's professional goal(s). This path typically includes a program of assistance process and should involve a focus on the most important area(s) to improve educator performance. If the educator was UNSATISFACTORY (level 1) or BASIC (level 2) in SLG performance, the professional goal(s) should also include a focus on increasing the educator's overall aptitude in this measure.

Program of Assistance for Improvement

Occasionally a teacher will need additional support to be successful in the classroom. When one or more areas of concern are identified by the administrator and/or the educator receives a summative performance level of Unsatisfactory (level 1) or Basic (level 2), the following steps may be taken.

The Program of Assistance for Improvement is a formal process of supervision designed to focus on improvement needed because of performance below district standard(s) in one or more areas.

The conference between the staff member and the supervisor will be scheduled to discuss the Program of Assistance for Improvement, which is to include:

1. A description of the deficiency(ies) which need(s) to be changed (in a teacher's conduct or performance), citing specific criterion of the job description and performance standards.

2. A description of the supervisor's expectations of how the teacher is to remedy the deficiency.

3. Assistance for achieving the desired expectation to meet the desired level of performance including criteria for measurement, assessment techniques and resources to be used.

4. Peer assistance will be used where reasonable and practicable. The district supports the utilization of peer assistance whenever practicable and reasonable to aid teachers to better meet the needs of students. Peer assistance is voluntary and thereby no witness or document related to the peer assistance or the record of peer assistance shall be admissible in any proceeding that may occur as a result of the Program of Assistance for Improvement.

5. The date by which the plan must be completed.

During the Program of Assistance for Improvement, follow-up observations will occur within a specified time. Unless the plan has been revised and the observation schedule altered, the staff member will, when the specified time for completion is reached, be notified that one of three actions will be taken:

1. Return to the regular evaluation program because of satisfactory improvement.

2. Continuation and extension of current Program of Assistance for Improvement.

3. Continued recommendation for contract non-extension

4. Dismissal or non-renewal

Aligned Professional Development

Levels of Need For Professional Development
District Level: based on data from all schools' assessment and evaluation outcomes, new curriculum or initiatives, state or federal initiatives
School Level: based on aggregated classroom data, student and family contexts, school-wide data, issues or whole school initiatives
Grade, Subject, Team or Professional Learning Community Level: based on data indicating needs of a specific subgroup of students or in a specific content area
Individual Level: based on classroom data, student context, evaluation data, teaching standards, or induction for new teachers or for new assignments.

Standards for Professional Development
Professional development that increases educator effectiveness and raises student achievement includes…
Learning Communities: The Cascade School District (CSD) is committed to maintaining Professional Learning Communities (PLC). Our Professional Learning Communities apply cycles of continuous improvement including: creation of common assessments, analysis of data to determine student and educator learning needs, review and implementation of evidence based strategies.
Leadership: CSD will provide leadership roles and responsibilities for teachers with an overall rating of proficient or exemplary. These roles may include, but are not limited to: PLC leaders, teacher mentors, book study leaders, professional development facilitators and data-driven decision making teams who support district initiatives. These leaders will in collaboration with all levels of the CSD administrative team to develop capacity, advocate and create support systems for professional development.
Resources: Professional development increases educator effectiveness through human, fiscal, material, technology, and time resources to achieve student growth goals. Resource allocation is decided through student and educator learning needs to achieve intended outcomes of written goals. CSD is committed to prioritizing the resources to increase educator effectiveness. Resources in CSD include: after-school meetings, Professional Learning Communities, tuition reimbursement, mentoring, job imbedded prep times and technology resources, such as online student grading. evaluation. CSD uses recommendations from leadership stakeholders to examine, adjust, or change coordinated resources that affect professional development.
Data: Evaluation data and results from common assessments collected throughout the year will be used to assess student growth goal progress. Multiple measures will be used to evaluate a teacher's professional practice, professional responsibility and impact on student growth. Professional needs should have links to current student data as well as the results of the previous year's evaluation deficits. Teachers will reflect upon this data when completing their self-assessment at the beginning and end of the school year. Data about students, educators and systems will be used in CSD to drive plans for professional development. The areas of greatest deficit will be identified and used to create a district-wide professional development plan for the following year. Data will be collected on the effectiveness of professional development opportunities through internal and external evaluations and links to increased educator effectiveness and raised student achievement.

Learning Designs: Integrating theories, research, and human learning models into planning and design will increase effectiveness of professional development.

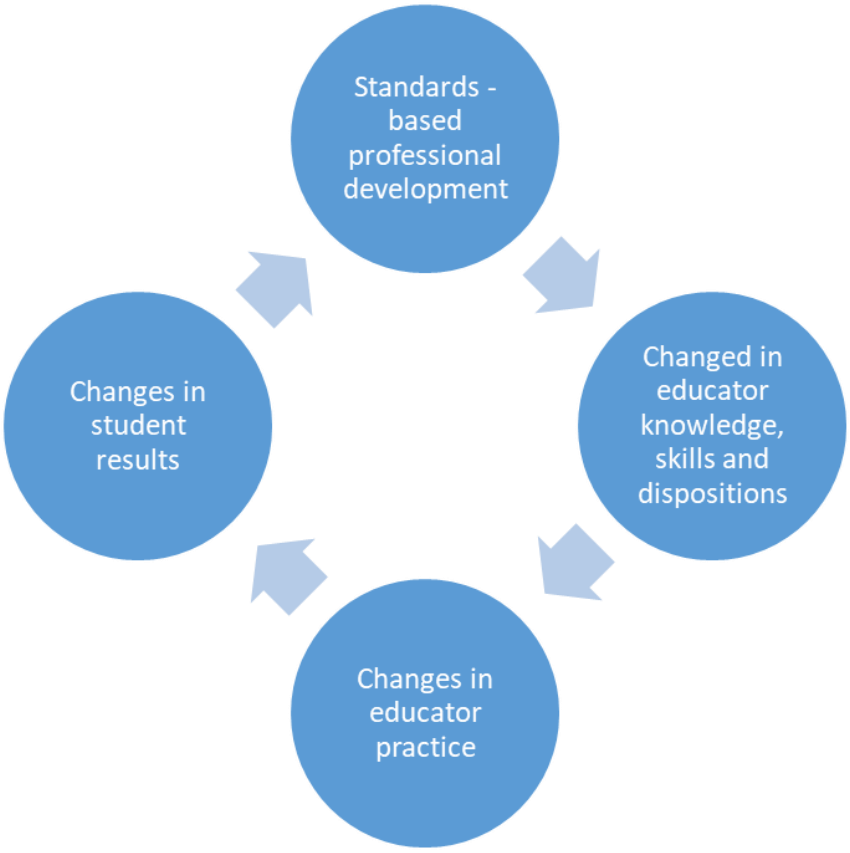
CSD uses many different types of frameworks to design and facilitate the learning needs of students. These include Sheltered Instruction Observation Protocol (SIOP), modeling, formative & summative assessments, common assessments, data analysis, book studies, learning walks, use of technology, student learning objectives, and outcome and project based learning.

CSD educators take active roles to choose and construct appropriate learning designs that will maximize learning and achieve the intended student outcomes. Educators will have ongoing practice, reflections, assessment, and feedback from peers and administration.

Implementation: Educator effectiveness improves student learning if changes in professional development are implemented and support is sustained over a long period of time. CSD is committed to supporting embedded professional development. Administration has access to a variety of formative observation tools that are linked directly to aligned professional development. Teachers may request to be observed using a specific tool or administrators may initiate use of a tool based on a teacher's evaluation. CSD continues to support professional development that is relevant to district initiatives. This adheres to a commitment of long-term change, deeper understanding and expectations for implementation with fidelity. Professional Learning Communities provide time and sharing of resources for: planning lessons with new strategies, sharing experiences about implementation, analyzing student work, reflecting on outcomes and assessing progress towards student growth goals and professional development needs.

Outcomes: Professional growth plans are based first and foremost on needs and outcomes linked directly to student growth goals. Professional development will include differentiated instructional practices to support teachers in defining equitable outcomes in order for all students to achieve. Standards in the CSD evaluation handbook require teachers to have a clear understanding of CCSS (Common Core State Standards) for student learning. Professional growth plans and support systems will be focused on a clear understanding and application of such learning standards.

Adapted from *Learning Forward Standards for Professional Learning*



Specialist Rubrics

Instructional Specialists

Domain I for Instructional Specialist: Planning and Preparation				
	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Standard 1: Demonstrates knowledge of current trends in specialty area and professional development	Specialist demonstrates little or no familiarity with specialty area and professional development.	Specialist demonstrates basic familiarity with specialty area and trends in professional development.	Specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
Standard 2: Demonstrates knowledge of the school's program and levels of teacher skill in delivering that program	Specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
Standard 3: Establishes goals for the instructional support program appropriate to the setting and the teachers served	Specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
Standard 4: Demonstrates knowledge of resources, both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
Standard 5: Plans the instructional support program, integrated with the overall school program	Specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
Standard 6: Develops a plan to evaluate the instructional support program	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the instructional support program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain II for Instructional Specialist: The Environment				
	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Standard 7: Creates an environment of trust and respect	Teachers are reluctant to request assistance from the specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the specialist are respectful with some contacts initiated by teachers.	Relationships with the specialist are highly respectful and trusting, with many contacts initiated by teachers.
Standard 8: Establishes a culture for ongoing instructional improvement	Specialist conveys the sense that the work of improving instruction is not important to school improvement.	Teachers do not resist the offerings of support from the specialist.	Specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
Standard 9: Establishes clear procedures for teachers to gain access to instructional support	When teachers want to access assistance from the specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.
Standard 10: Establishes and maintains norms of behavior for professional interactions	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Specialist's efforts to establish norms of professional conduct are partially successful.	Specialist has established clear norms of mutual respect for professional interaction.	Specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
Standard 11: Organizes physical space for workshops or trainings	Specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain III for Instructional Specialist: Delivery of Service				
	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Standard 12: Collaborates with teachers in the design of instructional units and lessons	Specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
Standard 13: Engages teachers in learning new instructional skills	Teachers decline opportunities to engage in professional learning.	Specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
Standard 14: Shares expertise with staff	Specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The specialist conducts extensive follow-up work with teachers.
Standard 15: Locates resources for teachers to support instructional improvement	Specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Specialist locates resources for instructional improvement for teachers when asked to do so.	Specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
Standard 16: Demonstrates flexibility and responsiveness	Specialist adheres to the plan, in spite of evidence of its inadequacy.	Specialist makes modest changes in the support program when confronted with evidence of the need for change.	Specialist makes revisions to the support program when it is needed.	Specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Domain IV for Instructional Specialist: Professional Responsibilities				
	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Standard 17: Reflects on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific, positive and negative characteristics. Specialist makes some specific suggestions as to how the support program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples. Specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
Standard 18: Coordinates work with other specialist	Specialist makes no effort to collaborate with other specialists within the district.	Specialist responds positively to the efforts of other specialists within the district to collaborate.	Specialist initiates efforts to collaborate with other specialists within the district.	Specialist takes a leadership role in coordinating projects with other specialists within and beyond the district.
Standard 19: Participates in a professional community	Specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
Standard 20: Engages in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences.
Standard 21: Shows professionalism, including integrity and confidentiality	Specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Specialist is honest in interactions with colleagues and respects norms of confidentiality.	Specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

School Counselors/Child Development Specialists

Domain I for School Counselors: Foundation and Planning

The School Counselor plans and designs a standards-based, data-driven comprehensive school counseling program by creating foundational components that are aligned with the school and district strategic plans, as well as state and national school counseling standards.

Guiding Questions:

- Is there a demonstrated understanding of Cascade's comprehensive guidance and counseling framework?
- How does the school counselor incorporate the four counselor domains (academic, career, personal/social development, and community involvement) in the delivery of the school counseling program?
- Does the school counselor program align with School Improvement Plan (SIP)?
- Is the school counselor's time being spent in alignment with the school counseling goals?

	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Standard 1: Plans a school counseling program in the four domains (academic, career, personal/social development, and community involvement) to promote and enhance student achievement.	Does not plan a school counseling program which includes the four domains.	Utilizes limited collaboration in planning a comprehensive program. One or more domains may not be addressed in the program design.	Designs a collaborative school-wide, cross curricular delivery system reflecting all domains that engages school staff, administration and stakeholders.	Collaborates with counselors across programmatic levels within the school's feeder system. Engages stakeholders to design a school-wide, cross curricular delivery system reflecting all domains.
Standard 2: Establishes goals for the counseling program appropriate to the setting and the students served, and aligns with the SIP.	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the student and are not aligned with the SIP.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students, and minimally aligned with the SIP.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students, and aligned with the SIP.	Counselor participates in design and implementation of the SIP and aligns counseling goals accordingly, ensuring they are appropriate to the situation in the school and to the age of the students, and have been developed following consultation with students, parents and colleagues.
Standard 3: Demonstrates knowledge of resources both within and beyond the school and district.	Counselor demonstrates little or no knowledge of resources for students available through the school or district.	Counselor displays awareness of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor is knowledgeable and accesses resources for students available through the school or district, and for the resources external to the school.	Counselor's knowledge of resources for students is extensive, including accessing those available through the school or district and in the community.
Standard 4: Organizes and manages time to implement an effective school counseling program for all students.	Makes minimal effort to organize time in support of effective school counseling objectives.	Understands the value, but is not effective in organizing and allocating time to provide an effective school counseling program for all students.	Effectively organizes and allocates time to ensure implementation of a comprehensive, prevention-based school counseling program for all students. Pursues opportunities to connect with students individually on a regular basis.	Maximizes time management through an organized, collaborative process of partnering with others to ensure the delivery of a comprehensive, prevention-based school counseling program designed to maximize student success.

Possible evidence:

- Counseling website
- Yearly calendar- evidence of annual requirements and check ins
- Professional disclosure statement available
- Daily, weekly, and long term plans are maintained
- Time task analysis

Domain II for School Counselors: Delivery System

The School Counselor delivers a data-driven, prevention-based, developmental, and comprehensive school counseling program.

Guiding Questions:

- Does the school counselor offer support groups for various needs?
- Does the school counselor offer individual counseling?
- Does the school counselor respond to referrals in a timely manner?
- Does the school counselor support and demonstrate responsive services?

	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Standard 5: Facilitates delivery of a prevention-based, counseling program aimed at the four domains (academic, career, personal/social development, and community involvement) as appropriate.	Provides no prevention services aimed at addressing student competency of the four domains.	Provides limited prevention services aimed at addressing student competency of the four domains	Organizes comprehensive, proactive, developmentally appropriate prevention services. Manages an environment and provides opportunities that encourage learning. Uses effective strategies that promote student engagement for competency of the four domains	Highly skilled in organizing comprehensive, proactive, developmentally appropriate prevention services. Manages the environment and provides opportunities that foster learning. Integrates a wide array of strategies to promote student engagement for competency of the four domains
Standard 6: Coordinates consistent programming designed to help students on an individual or small group basis to establish personal goals and develop future plans.	Does not counsel individual students and small groups of students with identified needs and concerns. Makes minimal effort to assist students with goal setting.	Counsels individual students and small groups occasionally, using a limited number of strategies. Ineffective or unclear referral process.	Counsels individual students and small groups of students based on identified needs, using appropriate theories and strategies. Informs students, parents and staff about the student referral process.	Uses appropriate theories and strategies when working with students and assists in the establishment of concrete plans, aimed at problem resolution. Utilizes an extensive repertoire of strategies in response to a well-defined referral processes.
Standard 7: Addresses the immediate needs or concerns of students by providing specific ongoing, responsive, and/or preventative services such as consultation, individual or small group counseling, crisis counseling, referrals, and peer facilitation.	Does not address the immediate needs or concerns of students.	While not always effective, attempts to establish processes or systems designed to address immediate needs or concerns of students.	Actively implements and revises immediate and ongoing responsive and preventative services to address student needs or concerns.	Proactively plans and provides leadership in order to systemically initiate responsive and prevention services which address student, school-wide and/or district needs or concerns.
Standard 8: Maintains and enhances the total school counseling program by providing system support by utilizing resources and demonstrating flexibility and responsiveness.	Provides support not related to the school counseling program. Seldom provides system support or accesses resources. Not responsive to needs.	Provides partial evidence of system support and attempts to utilize resources to be responsive to needs.	Maintains and enhances the total school counseling program through system support, accessing resources and is responsive to needs.	Initiates and provides leadership for systemic change in professional development, consultation, collaboration, and program management at the building and/or district level. Utilizes resources within and outside of district, being flexible and creative in responding to students' needs.

Standard 9: **Creates an environment of trust and respect.**	Interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interaction among students are partially successful.	Interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
Possible evidence: • Transition plans • Schedule of groups and/or activities • Needs Assessment survey results • Creation of a credit deficiency list intervention plan • STAT, SST, Suicide Prevention protocols, other school based teams meeting notes • Interagency collaboration (including partnering to provide guidance)				

Domain III for School Counselors: Accountability

The School Counselor monitors and evaluates the processes and results of the comprehensive school counseling program.

Guiding Questions:

- Does the school counselor conduct a program audit?
- Is data used to shape the counseling program?
- Is there evidence that information is shared with stakeholders to improve the counseling program?
- How is the counselor assisting in the design and implementation of a collaborative monitoring system?

	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Standard 10: Helps design and implement a collaborative monitoring system to assess student's academic success and supports achievement of their academic goals.	Rarely provides evidence of monitoring systems in place.	Attempts to use and/or partial development of monitoring systems that may be appropriate to the school or students.	Develops and/or implements effective monitoring systems and consistently utilizes them to monitor and support student and school success.	Integrates a comprehensive monitoring system using individual student data and other early warning signs to identify at-risk students. Processes and procedures are in place to support these students.
Standard 11: Uses data to reflect and guide program improvement.	Uses no data to guide program changes.	Uses data on a limited basis for school counseling program design and improvement.	Uses data effectively for school counseling program design and improvement and to determine future school counseling activities and interventions.	Efficiently uses data s to proactively design school counseling program in collaboration with other stakeholders.
Standard 12: Develops and implements a plan to evaluate the counseling program.	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Possible evidence:

- Program audit
- Staff or student survey
- Collects, evaluates, and shares data with stakeholders on a continuing basis
- Documentation of student/parent communication.

Domain IV for School Counselors: Leadership and Advocacy

The School Counselor is a student advocate, leader, collaborator and systems change agent.

Guiding Questions:

- How does the school counselor show leadership and advocacy in the school?
- How does the school counselor collaborate with stakeholders for systemic change?
- When given an opportunity, does the school counselor provide professional development for staff?
- Does the school counselor facilitate or attend SST?

	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Standard 13: Collaborates with school administration to create a culture of positive advocacy for students.	Does not communicate or collaborate with school administration, or advocate for students in a positive and productive manner.	Minimally collaborates with school administration in attempt to advocate for students, with partial success.	Collaborates with school administration and takes a leadership role in promoting a culture of positive advocacy for students.	Collaborates with school administration and takes a leadership role in promoting a culture of positive advocacy for students both within and outside the school community.
Standard 14: Advocates for the success of all students by actively engaging other stakeholders in school teams that provide individualized student supports.	Rarely attends team meetings for students on caseload and/or is not adequately prepared to support the development of effective student academic or support plans.	Demonstrates limited consultation and collaboration with parents, teachers, administrators and other team members.	Prepares in advance by examining and analyzing individual student data and regularly participates in student support teams. Advocates for individualized plans, resources and service to support student success. Engages stakeholders in respectful communication that supports student success.	Partners with school staff, parents and community stakeholders to ensure appropriate student support teams are in place and aligned with best practices. Knows and uses an effective consultation model with corresponding data in working with these partners. This includes the development and implementation of action plans.
Standard 15: Uses qualitative and/or quantitative data to recommend systemic change in policy and practices that limit or inhibit equity, access or academic achievement.	Cannot articulate or locate school policy/practices. Misinterprets policy when approached by others with concerns of fairness. Minimal evidence of advocating for policy or practice change to improve student success.	Has a basic knowledge of school policies and practice. Occasionally uses data to inform recommendations.	Demonstrates clear understanding of school policies and practice. Consistently uses data to design recommendations which promote academic achievement.	Displays extensive knowledge of both school and district policies and practices. Uses data to drive recommendations that shape policy and practices for systemic improvement aimed at improving student success.

Possible evidence:

- Documentation of participation in conversations about possible changes to school policy and district practices.
- Documentation of participation with various school stakeholders
- Advocacy plan
- Staff meeting agendas, SST minutes, emails, attendance logs
- Documentation of initiating activities/programs to further enhance systems

Domain V for School Counselors: Professional Responsibilities

The School Counselor assumes responsibilities for his/her professional growth, aimed at improving the school counseling program and professional practices that adhere to ethical standards, school policies, and laws, and the development of the school counseling profession.

Guiding Questions:

- Does the school counselor reflect on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender and learning differences to build stronger relationships.
- Is the school counselor able to be personable and collaborative with students, parents and staff?
- Does the school counselor adhere to professional and ethical standards?
- Does the school counselor show or reflect cultural awareness in his/her counseling activities?

	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Standard 16: Engages in meaningful and appropriate professional learning opportunities to improve skills, knowledge, and practices.	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others. Engages in professional networking activities and regularly reviews school counseling research, articles, and journals.
Standard 17: Demonstrates knowledge of legal and ethical rights and responsibilities.	Demonstrates inadequate knowledge of federal, state, and district regulations and policies.	Demonstrates limited understanding of federal, state, and district regulations and policies.	Demonstrates thorough understanding and fully complies with federal, state, and district regulations and policies. Conducts self in a professional and ethical manner when dealing with students, families and colleagues.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities. Models the highest legal and ethical standards, ensuring that professional practices support the success of all students and supports their individual rights.
Standard 18: Reflects on practice.	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling department might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
Standard 19: Maintains records and submits them in a timely fashion.	Counselor's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records and documentation are generally accurate but occasionally are late.	Counselor's reports, records and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
Standard 20: Communicates with families and staff.	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

Standard 21: Participates in a professional community.	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and project when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues, including PLCs.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues, including PLCs.
Possible evidence: • Documentation of professional membership (such as ASCA/OSCA) • Professional growth goals • Self-reflection that may include peer feedback and case study • Documentation of professional conference attendance • Participation in professional development related to cultural competency				

Speech Language Pathologists

Domain I for Speech Language Pathologists: Planning and Preparation				
	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Standard 1: Knowledge and skill in SLP therapy, knowledge of students' interests & cultural heritage, and knowledge of students' goals and objectives	SLP demonstrates little or no knowledge and skill in the therapy area; displays no knowledge of students' interests or cultural heritage SLP is unaware of students' goals and objectives.	SLP demonstrates basic knowledge and skill in the therapy area; displays little knowledge of the interests or cultural heritage of each student; SLP has a general understanding of students' goals and objectives.	SLP demonstrates thorough knowledge and skill in the therapy area; displays knowledge of the interests or cultural heritage of each student and respects diversity. SLP has a solid understanding of students' goals and objectives and how to incorporate them into instruction	SLP demonstrates extensive knowledge and skill in the therapy area; displays knowledge of the interests or cultural heritage of each student, respects diversity and infuses cultural awareness in the therapy session; has a solid understanding of students' goals and objectives as they apply to the therapy session and sought to correct any deficiencies.
Standard 2: Establishing goals for the therapy program appropriate to the setting and the students served	SLP has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. Goals are either not specific or reasonable.	SLP's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students. Goals are only moderately specific/measurable.	SLP's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. All goals are clear, written in the form of student learning, and include viable methods of assessment.	SLP's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators, teachers, and other specialists. All goals are clear, written in the form of student learning, and include viable methods of assessment, with data collection systems developed prior to implementation.
Standard 3: Demonstrating knowledge of district, state, and federal regulations and guidelines	SLP demonstrates little or no knowledge of special education laws and procedures.	SLP demonstrates basic knowledge of special education laws and procedures.	SLP demonstrates thorough knowledge of special education laws and procedures.	SLP's knowledge of special education laws and procedures is extensive; SLP takes a leadership role in reviewing and revising district policies.
Standard 4: Demonstrating knowledge of resources, both within and beyond the school and district	SLP demonstrates little or no knowledge of resources for students available through the school or district.	SLP demonstrates basic knowledge of resources for students available through the school or district.	SLP demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	SLP demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
Standard 5: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. Lacks a recognition that the provision of service delivery may need to change based on eligibility and student enrollment. SLP resists suggestions that such revisions may be	SLP's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. SLP anticipates the needs for revision. The SLP requires assistance in making adjustments and guidance in revisiting the plan.	SLP has developed a plan that includes the important aspects of work in the setting. SLP anticipates the needs for revision and makes those adjustments. The SLP's plan is organized around clear goals, is evidence-based, and correlates to the goals of the students being served.	SLP's plan is detailed, highly coherent, collaborative, and serves to support students individually, within the broader educational program.

	indicated.			
Standard 6: Developing a plan to evaluate the therapy program	SLP has no plan to evaluate the program or resists suggestions that such an evaluation is important.	SLP has a rudimentary plan to evaluate the therapy program.	SLP's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	SLP's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. Utilizes multiple sources of evidence, and establishes a clear path toward improving the service delivery on an ongoing basis based upon the needs of the student in the learning environment.

Domain I: Planning and Preparation

What it might look like:

Knowledge and skill in SLP therapy, knowledge of students' interests & cultural heritage, and knowledge of students' goals and objectives

- SLP plans to use an Augmentative/ Alternative Communication (AAC) system consisting of voice output devices, picture communication board, and sign language for a lesson with a student who is non-verbal.
- In teaching students with both articulation and language disorders the SLP works on skills from each disorder area within a session.
- SLP plans lessons that demonstrate knowledge of common core state standards and classroom expectations.

Establishing goals for the therapy program appropriate to the setting and the students served

- SLP maintains a student information sheet in his/her logbook for each student containing information regarding special needs, medical issues, language proficiency, and culture.
- SLP plans a lesson containing visual supports (i. e., picture communication board, picture schedule, work system, etc.) to promote communication in students diagnosed with autism spectrum disorders (ASDs).

Demonstrating knowledge of district, state, and federal regulations and guidelines

- SLP uses assessment information and considers the corresponding grade-level academic standards when to developing IEP goals.
- The SLP sets instructional outcomes for the student in the area of stuttering based on the types of stuttered words or parts of words.
- SLP has a plan for gathering data across school settings for students as students generalize skills from therapy to the classroom.

Demonstrating knowledge of resources, both within and beyond the school and district

- SLP independently conducts research regarding the use of augmentative/alternative communication with students diagnosed with autism spectrum disorders to expand his/her knowledge in this area.
- SLP shares effective strategies to address stuttering in the regular education classroom/general education curriculum with colleagues.

Planning the therapy program, integrated with the regular school program, to meet the needs of individual students

- SLP allots an appropriate amount of time to address all components of the speech/language lesson plan (i.e., introduction, opportunity for guided and independent practice of established speech/language support goals, and closure).
- SLP creates instructional plans that are instructionally sound, based on the diagnosed speech and language problem, and allow the student to make progress.
- SLP selects appropriate instructional setting (i.e. push in pull out, or combination) to allow student to make progress.

Developing a plan to evaluate the therapy program

- SLP consistently collects assessment data from a variety of sources, including progress monitoring data, teacher input, parent input, diagnostic assessments, and classroom-based assessments.
- SLP consistently reviews student data and adjusts plans for instruction accordingly.

Domain II for Speech Language Pathologists: Environment				
	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Standard 7: Establishing rapport with students	SLP's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and instructional settings. SLP is insensitive to students' ages, cultural backgrounds, and developmental levels.	SLP's interactions are a mix of positive and negative; the SLP's efforts at developing rapport are partially successful. Students appear to be moderately comfortable in the instructional setting.	SLP's interactions with students are positive and respectful; students appear comfortable in the testing and instructional settings. Interactions also reflect genuine caring and empathy for the needs of the students.	Students seek out the SLP, reflecting a high degree of comfort and trust in the relationship. Interactions between SLP and the students are positive, respectful, and incorporate individual needs as appropriate. Students demonstrate behavior aligned with the expectations that have been established within the instructional setting. Students cooperate during expected tasks and/or implement acquired skills.
Standard 8: Organizing time effectively	SLP exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. Much time is lost during transitions.	SLP's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. Transitions are sporadically efficient, resulting in some loss of instructional time.	SLP exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. Transitions occur smoothly, with little loss of instructional time.	SLP demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. Transitions are seamless, students assuming some responsibility for efficient operation.
Standard 9: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	SLP has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
Standard 10: Manages student behavior	No standards of conduct have been established, and SLP disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and instructional settings. SLP's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and instructional settings. SLP monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and instructional settings. SLP's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. SLP respects the students' dignity and is sensitive to students' individual needs.
Standard 11: Organizing physical space for testing of students and providing therapy	The testing and instructional setting is disorganized and poorly suited to working with students. No attempt is made to modify available space or to find alternative space. Materials are rarely available and/or inappropriate for the student's level.	The testing and instructional setting is moderately well organized and moderately well suited to working with students. SLP makes some attempt to modify available space or to find alternative space. Materials are sometimes available.	The testing and instructional setting is well organized; SLP adapts or modifies the available space to meet the need of the students or finds an alternative space. Materials are available when needed.	The testing and instructional setting is highly organized and is inviting to students. SLP effectively adapts/modifies the available space to meet the needs of students or find alternative space. Materials are convenient when needed.

Domain II: Environment

What it might look like:

Establishing rapport with students

- SLP demonstrates and discusses, and involves students in modeling how to be polite, how to take turns, how to show encouragement and respect to one another, and other active listening strategies.
- Students routinely can identify or explain their individual speech and language goals, when given simple prompts or questions.

Organizing time effectively

- Students routinely can identify or explain their individual speech and language goals, when given simple prompts or questions.
- The SLP teaches and consistently reinforces that having a speech and/or language problem is different for each student and that we respect each other's correct and incorrect responses in the group. SLP routinely provides individualized models of correct speech production, and elicits self-corrections from students; they discuss and practice direct connections of improved speech and language with classroom curriculum and practical or vocational situations with teacher direction. Based on educational background and experience regarding a student's ability, the SLP has consistent expectations for progress.

Establishing and maintaining clear procedures for referrals

- SLP has materials organized and ready for use as group arrives. Students engage in routine or practice activities while waiting for SLP or another student to complete a task.
- SLP rarely has to reinstruct during the session regarding routines due to consistent implementation of instinct rules and procedures for the operation of the therapy sessions; classroom rules and expectations (visuals of a positive nature such as posters, lists) are posted for student reference.

Managing student behavior

- The SLP implements specific procedures for when students go off task or are reluctant to do work. SLP follows the behavior management system in the school(s) serviced, and reinforces the system by reminding students and referring to the procedures in a positive manner ("You sat nicely and waited your turn.").
- SLP and students are consistent with use of universal health precautions, such as use of tissues, and sanitizers, etc., since items are placed where students can easily reach them.

Organizing physical space for testing of students and providing therapy

- SLP has established and consistently enforces rules for transitioning in and out of therapy room, and SLP has addressed any potential safety hazards or equipment arrangement needs. SLP and students know and practice evacuation procedures (in case of fire, bomb scare…) and these procedures are clearly posted in room.
- SLP has organized the physical space so that furniture arrangement facilitates group interactions; there are no physical barriers to instruction. SLP has addressed any concerns and has appropriate solutions in place which students use as directed.

Domain III for Speech Language Pathologists: Delivery of Service				
	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Standard 12: Communicating with students	Students are not aware of the skill they are working on; language used is not appropriate for age of students or cognitive ability (no attempts made to clarify instruction)	SLP may clarify the task when questions are asked by restating directions in the same manner. SLP may tell students they are working on categorization without explaining what categorization is to the students.	SLP uses multiple modalities to demonstrate tasks and explain relevant vocabulary (uses visuals along with verbal explanations to explain task); SLP clearly states skill that will be worked on during the session ("Today you are working on…")	SLP asks a student to explain a task to a peer; SLP uses a variety of modalities when demonstrating/ explaining tasks (SLP uses category cards with picture representation, paired with SLP verbal explanation and the physical demonstration of matching the cards into categories)
Standard 13: Questioning and discussion techniques	SLP does not engage all students (some children appear to be off task); SLP only asks multiple choice questions or "what" questions	SLP does ask a range of questions but relies on lower level question (uses only concrete examples, no abstract, higher level thinking); SLP facilitates some peer interaction through discussion but does not allow students to develop their own questions for each other	SLP engages most students by asking a variety of questions and allows students to develop their own questions (SLP uses who, what, where, when and why openended questions to elicit higher level thinking); SLP involves all students in discussions and uses prompting strategies to encourage all students to participate (SLP says, "think of a question to ask…").	Students initiate spontaneous extension of target skills through conversation; Adjustments in complexity are made as the students demonstrate success. SLP structures lessons and language usage to meet the students' needs.
Standard 14: Engaging students in learning	Rarely uses a variety of intervention strategies which provide regular opportunities for student to engage in the learning necessary to achieve goals and objectives.	Inconsistently uses a variety of intervention strategies which provide regular opportunities for student to engage in the learning necessary to achieve goals and objectives.	Uses a variety of intervention strategies which provide regular opportunities for student to engage in the learning necessary to achieve goals and objectives. Shares strategies with classroom staff and support specialists for generalization of language and speech skills.	Collaborates with instructional staff to integrate the use of strategies throughout educational environments which allow students to generalize language and speech skills and to achieve goals and objectives.
Standard 15: Using assessment in instruction	SLP administers the same test regardless of the reason for referral (e.g. uses articulation assessment tool to assess language); SLP makes little or no effort to assess if students understand the skills being taught or modeled for them (little to none)	SLP provides inappropriate feedback on standardized assessments. (SLP often says "good job"); Students are aware they are being assessed within the session but not aware of their progress with skills	Clear evidence that a variety of assessments are used regularly with systematic monitoring of progress (oral responses, written responses, teacher observation, self-assessment); SLP provides examples of expected responses and uses other students to model accurate responses	SLP often asks students to evaluate themselves or peers within the session and allows for peer feedback (peers assess sound productions of peer and offer suggestions to remediate); SLP consistently and effectively assists students in setting rigorous goals, self-assessing, monitoring and taking responsibility for their progress (promotes self-monitoring skills and carryover of skills into academic setting)

Standard 16: Demonstrating flexibility and responsiveness	SLP adheres to the plan or goals, in spite of evidence of its inadequacy. SLP does not plan for transitions or provide closure between lesson/activities (jumps from one activity to another without explanation);	SLP makes modest changes in the student's plan when confronted with evidence of the need for change. SLP is aware of student confusion but makes no attempts to clarify (SLP is aware students do not understand placement cues for sound production but does not clarify);	SLP makes revisions in the student's plan when they are needed. SLP provides answers to students' information seeking questions in an appropriate manner and time and answers the question;	SLP is continually seeking ways to improve the student's plan and makes changes as needed in response to student, parent, or teacher input. SLP incorporates school and community events into therapy session (pragmatic lesson relating to upcoming dance-appropriate behavior, assembly-vocabulary, appropriate behavior);

Domain 3: Instruction

What it might look like:

Communicating with students

- SLP uses multiple modalities to demonstrate tasks and explain relevant vocabulary (uses visuals along with verbal explanation to explain task)
- SLP clearly states skill that will be worked on during the session ("Today you are working on…")

Questioning and discussion techniques • Student initiate spontaneous extension of target skills through conversation

- Adjustments in complexity are made as the students demonstrate success. SLP structures lessons and language usage to meet the students' needs.
- Language utilized in sessions supports the academic vocabulary of the classroom.

Engaging students in learning

- Students are prompted to suggest learning ideas for different modifications to teach different skills (students are involved in creating their own learning tasks)
- Students are given ample opportunity to practice and receive immediate corrective feedback

Using assessment in instruction

- Clear evidence that a variety of assessments are used regularly with systematic monitoring of progress (oral responses, written responses, teacher observation, self-assessment)
- SLP provides examples of expected responses and uses other students to model accurate responses
- SLPs cannot provide specific feedback on standardized assessments, they can however, praise effort and persistence.

Demonstrating flexibility and responsiveness

- SLP says, "That's an interesting idea; let's see how it fits." (in response to language activity)
- SLP provides answers to students' information seeking questions in an appropriate manner and time and fully answers the question

Domain IV for Speech Language Pathologists: Professional Responsibilities				
	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Standard 17: Reflecting on practice	SLP does not reflect on practice, or the reflections are inaccurate or self-serving.	SLP's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	SLP's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. SLP makes some specific suggestions as to how the therapy program might be improved.	SLP's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. SLP draws on an extensive repertoire to suggest alternative strategies.
Standard 18: Maintains accurate records and an effective data-management system	SLP does not abide by mandated timelines (such as overdue IEPs); No evidence of data collection from lessons; does not complete progress reports as indicated in IEP. SLP's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	SLP abides by mandated timelines. Minimal data collection is evident. Progress reports are completed on time but lack specificity on student progress toward goals. SLP has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	SLP meets all timelines. Consistent data collection is evident for progress monitoring. Progress reports include specific student data toward annual goals. SLP has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	SLP develops and shares with colleagues protocols that assist with organizing and maintaining data collection. Students contribute to collection of data as appropriate to their abilities. SLP has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. SLP uses the system to communicate with teachers and parents.
Standard 19: Collecting information; writing reports	SLP neglects to collect important information on which to base student goals; reports are inaccurate or not appropriate to the audience.	SLP collects most of the important information on which to base student goals; reports are accurate but lacking in clarity and not always appropriate to the audience.	SLP collects all the important information on which to base student goals; reports are accurate and appropriate to the audience	SLP is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
Standard 20: Communicating with families	SLP fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	SLP's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	SLP communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	SLP secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. SLP reaches out to families of students to enhance trust.
Standard 21: Participating in a professional community, including collaborating with teachers and administrators	SLP's relationships with colleagues are negative or self-serving, and SLP avoids being involved in school and district events and projects. SLP is not available to staff for questions and planning and declines to provide background material when requested.	SLP's relationships with colleagues are cordial, and SLP participates in school and district events and projects when specifically asked to do so. SLP is available to staff for questions and planning and provides background material when requested.	SLP participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. SLP initiates contact with teachers and administrators to confer regarding individual cases.	SLP makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. SLP seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.

Standard 22: Growing and developing professionally	SLP does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	SLP's participation in professional development activities is limited to those that are convenient or are required.	SLP seeks out opportunities for professional development based on an individual assessment of need.	SLP actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Standard 23: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	SLP displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	SLP is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	SLP displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	SLP can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Domain IV: Professional Responsibilities

What it might look like:

Reflecting on practice
- SLP consistently assesses the lesson's effectiveness, & degree to which outcomes are met & can cite evidence to support the judgment.
- SLP offers specific suggestions for lesson improvement.

Maintaining accurate records and an effective data-management system
- SLP meets all timelines.
- Consistent data collection is evident for progress monitoring.
- Progress reports include specific student data toward annual goals

Communicating with families
- SLP consistently initiates responses to families to inform the parent/guardian about the student and the instructional program.
- SLP contacts are consistently culturally appropriate.

Participating in professional learning community, including collaborating with teachers and administrators
- SLP is open in sharing expertise and materials with colleagues.
- SLP volunteers for professional community opportunities and actively participates in the content, discussion and outcomes determined.
- SLP works collaboratively with classroom teacher to utilize concepts, vocabulary and language of the classroom and support generalization for skills learned in therapy across school settings.

Growing and developing professionally
- SLP actively seeks trainings reflective of current caseload needs and/or school district needs to meet the needs of the students.
- Actively uses feedback to develop skills and improve own practice.

Showing professionalism, including integrity, advocacy, and maintaining confidentiality
- SLP demonstrates professional behaviors at all times.
- Confidentiality is maintained.

School Psychologist

Domain I for School Psychologist: Planning and Preparation				
	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Standard 1: Uses professional knowledge to select and administer current and evidence-based assessments (as provided by the district) relevant to student's perceived disabilities, cultural perspective, and native language when appropriate.	School Psychologist does not select and administer appropriate assessments according to the student's perceived disabilities, cultural perspective and native language.	School Psychologist occasionally selects and administers appropriate assessments according to the student's perceived disabilities, cultural perspective and native language.	School Psychologist selects and administers appropriate assessments according to the student's perceived disabilities, cultural perspective and native language.	School Psychologist selects and administers appropriate assessments according to the student's perceived disabilities, cultural perspective and native language. Psychologist researches most current assessments and shares information with colleagues.
Standard 2: Analyzes and interprets information gained through assessment adhering to District and State guidelines to determine student eligibility, including dismissal from services.	School Psychologist displays little or no ability to analyze and interpret information from assessment. School Psychologist does not adhere to the district and state guidelines for establishing eligibility.	School Psychologist displays a limited ability to analyze and interpret information from assessment. School Psychologist sometimes adheres to the district and state guidelines for establishing eligibility.	School Psychologist analyzes and interprets information from assessment. School Psychologist adheres to the district and state guidelines for establishing eligibility.	School Psychologist analyzes and interprets information from assessment and acts as resource to colleagues in these areas. School Psychologist adheres to the district and state guidelines for establishing eligibility.
Standard 3: Prepares assessment results, reports, and paperwork within appropriate time frames for use in communicating to a variety of audiences.	School Psychologist does not prepare assessment results, reports, and paperwork within an appropriate amount of time, and/or does not communicate assessment information to appropriate audiences within a timely manner.	School Psychologist occasionally prepares assessment results, reports, and paperwork within an appropriate amount of time, and/or occasionally communicates assessment information to appropriate audiences within a timely manner.	School Psychologist prepares assessment results, reports, and paperwork within an appropriate amount of time and communicates assessment information to appropriate audiences within a timely manner.	School Psychologist presents prepared assessment results, reports, and paperwork and communicates assessment information to appropriate audiences within a timely manner.
Standard 4: Properly manages and maintains working files.	School Psychologist makes minimal effort to manage and maintain working files.	School Psychologist makes limited attempts to manage and maintain working files.	School Psychologist manages and maintains working files.	School Psychologist masterfully manages and maintains working files with organizational systems.
Standard 5: Understands and uses knowledge of child development.	School Psychologist displays minimal knowledge of developmental characteristics of the age group, special learning or medical needs or does not select appropriate developmental techniques.	School Psychologist displays some knowledge of developmental characteristics, special learning or medical needs, and generally selects appropriate developmental techniques.	School Psychologist displays thorough understanding of typical developmental characteristics of the age group and special or medical needs. School Psychologist consistently applies developmentally appropriate techniques to meet the various needs of students.	School Psychologist displays an exceptional knowledge of developmental characteristics of the age group, special learning or medical needs, and adapts and modifies techniques to meet the individual needs of all students. The school psychologist is willing to share this expertise
Standard 6: Appropriately organizes, manages and maintains assessment materials to facilitate effective use and sharing with colleagues.	School Psychologist does not make collaborative effort to share assessment materials with colleagues or materials that are shared are not organized and maintained.	School Psychologist makes minimal collaborative effort to share assessment materials with colleagues or materials that are shared are not organized and maintained.	School Psychologist makes efforts to share materials with colleagues. School Psychologist keeps assessment materials organized, managed and maintained.	School Psychologist proactively makes efforts to share materials with colleagues. School Psychologist consistently keeps assessment materials organized, managed, maintained and restocked.

Domain II for School Psychologist: Student Learning and Development				
	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Standard 7: Collaborates in the development of appropriate academic and behavioral goals based on current evaluation data for students with different abilities, disabilities, strengths and needs.	School Psychologist does not collaborate in the development of appropriate student goals or does not use current evaluation data to develop student goals.	School Psychologist sometimes collaborates in the development of appropriate student goals or sometimes uses current evaluation data to develop student goals.	School Psychologist collaborates in the development of appropriate student goals and uses current evaluation data to develop those goals.	School Psychologist consistently collaborates in the development of appropriate student goals and uses current evaluation data, as well as current research based information, to develop those goals. School Psychologist assists in the implementation of goals.
Standard 8: Uses current and available technology effectively for assessment and learning.	School Psychologist does not use available technology effectively for assessment and learning.	School Psychologist sometimes uses available technology effectively for assessment and learning.	School Psychologist uses available technology effectively for assessment and learning.	The School Psychologist uses available technology effectively for assessment and learning. School Psychologist also shares information on current technology for assessment and learning with colleagues.
Standard 9: Makes effective use of all student contact time.	School Psychologist does not use student contact time productively.	School Psychologist attempts to use student contact time productively.	School Psychologist uses student contact time productively.	School Psychologist consistently and masterfully manages and allocates student contact time.
Standard 10: Uses clear and expressive spoken and written language.	School Psychologist's spoken and written communication is unclear or confusing to audiences.	School Psychologist's spoken and written communication is sometimes unclear or confusing to audiences.	School Psychologist's spoken and written communication is clear and easily understood by audiences.	School Psychologist's spoken and written communication is consistently clear and understood by all audiences. School psychologist differentiates communication using multiple modes when necessary.
Standard 11: Assists with the reinforcement of school procedures and routines.	School Psychologist does not assist with the reinforcement of school procedures and routines.	School Psychologist sometimes assists with the reinforcement of school procedures and routines.	School Psychologist often assists with the reinforcement of school procedures and routines.	School Psychologist takes a proactive role in the development and/or reinforcement of school procedures and routines.
Standard 12: Supports positive, safe, inclusive, and respectful learning environments for a diverse population of students.	School Psychologist does not support a positive, safe, inclusive or respectful learning environment for students or does not help create a culturally sensitive learning environment.	School Psychologist provides limited support of a positive, safe, inclusive or respectful learning environment for students. School Psychologist provides limited support of a culturally sensitive learning environment.	School Psychologist supports a positive, safe, inclusive and respectful learning environment for students and supports a culturally sensitive learning environment.	School Psychologist takes a proactive role in the development and/or support of a positive, safe, inclusive and respectful learning environment for students and supports a culturally sensitive learning environment.

Standard 13: Assists in the analysis of progress monitoring data related to academic curriculum effectiveness and behavioral goals.	School Psychologist does not assist with analyzing progress monitoring data related to academic curriculum effectiveness and behavioral goals.	School Psychologist sometimes assists with analyzing progress monitoring data related to academic curriculum effectiveness and behavioral goals.	School Psychologist assists with analyzing progress monitoring data related to academic curriculum effectiveness and behavioral goals.	School Psychologist assists with analyzing progress monitoring data related to academic curriculum effectiveness and behavioral goals. School Psychologist offers recommendations for improvement or modification of academic curriculum and behavioral goals.

Domain III for School Psychologist: Relationships				
	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Standard 14: Forms and maintains relationships with colleagues that are mutually respectful, supportive, and cooperative.	School Psychologist's relationships with colleagues are negative or are not collaborative.	School Psychologist seldom maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	School Psychologist often maintains relationships with colleagues characterized by mutual support and cooperation.	School Psychologist's relationships with colleagues are always characterized by mutual support and cooperation.
Standard 15: Participates with other staff members in school and district projects.	School Psychologist avoids participation in a culture of inquiry, resisting opportunities to become involved.	School Psychologist seldom becomes involved in school's culture of inquiry and learning.	School Psychologist often participates in a culture of professional inquiry and learning.	School Psychologist always promotes a culture of professional inquiry and learning. School Psychologist takes initiative to assume leadership roles.
Standard 16: Accepts and integrates feedback from colleagues and supervisors.	School Psychologist is unresponsive to criticism and resistant to changing professional practices.	School Psychologist is somewhat unresponsive to input, but listens to feedback and suggestions.	School Psychologist listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	School Psychologist actively seeks out feedback and suggestions and uses them to improve practice.
Standard 17: Collaborates with teams and acts as resource to share professional knowledge and make recommendations.	School Psychologist is unresponsive or resistant to collaboration with teams and/or does not share professional knowledge or make appropriate recommendations.	School Psychologist is somewhat unresponsive or resistant to collaboration with teams and/or shares some professional knowledge or makes some appropriate recommendations.	School Psychologist is responsive and willing to collaborate with teams. School Psychologist is willing to share professional knowledge and makes appropriate recommendations.	School Psychologist actively seeks out collaboration with teams; actively shares professional knowledge with colleagues and consistently makes appropriate recommendations.
Standard 18: Communicates effectively with families of diverse cultures, values, and beliefs as partners in education to support student learning.	School Psychologist does not communicate with families in a supportive and positive manner, or the communication is inappropriate to the cultures of families.	School Psychologist seldom communicates with families in a supportive and positive manner or may reflect occasional insensitivity to cultural norms.	School Psychologist often communicates with families, respecting cultural norms, in a supportive and positive manner.	School Psychologist always maintains and sustains frequent and meaningful communication with families, demonstrating cultural sensitivity and an in-depth knowledge of each student's academic and behavioral needs.

Domain IV for School Psychologist: Professional Responsibilities				
	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Standard 19: Implements Oregon Statutes, collective bargaining agreement, District policies and building procedures.	School Psychologist does not follow Oregon statutes, collective bargaining agreement, District policies, and building procedures.	School Psychologist is inconsistent in following Oregon statutes, collective bargaining agreement, District policies, and building procedures.	School Psychologist consistently follows Oregon statutes, collective bargaining agreement, District policies, and building procedures.	School Psychologist adheres to all Oregon statutes, collective bargaining agreement, District policies, and building procedures. School Psychologist implements any changes when they occur.
Standard 20: Is punctual and assures continuity of services.	School Psychologist is late and does not adequately plan for professional responsibilities.	School Psychologist is occasionally late, and does not adequately plan for professional responsibilities.	School Psychologist is punctual and adequately plans for professional responsibilities.	School Psychologist is always punctual and thoroughly plans for professional responsibilities.
Standard 21: Keeps timely, accurate and complete records (this includes all relevant special education paperwork).	School Psychologist has no information on student progress. Records are in disarray, resulting in errors and confusion.	School Psychologist's information on student progress is incomplete and inaccurate. Records require frequent monitoring to avoid error.	School Psychologist's information on student progress is complete and accurate. A system for maintaining records is present and effective.	School Psychologist's information on student progress is complete, accurate, and useful in a variety of ways. System for maintaining records is highly effective.
Standard 22: Participates in professional development and in-services at the district, building, and individual level to develop knowledge and skills.	School Psychologist engages in no professional development activities to enhance knowledge or skill.	School Psychologist participates in professional development opportunities to a limited extent, but does not incorporate new ideas into practice.	School Psychologist participates in and seeks out opportunities for professional development and incorporates new ideas into practice.	School Psychologist participates in and seeks out opportunities for professional development, incorporates new ideas into practice, and is willing to share with colleagues.
Standard 23: Demonstrates knowledge of legal ethical principles and standards of practice for delivery of services in schools.	School Psychologist does not demonstrate knowledge of legal ethical principles and standards of practice.	School Psychologist demonstrates minimal knowledge of legal ethical principles and standards of practice.	School Psychologist demonstrates adequate, current knowledge of legal ethical principles and standards of practice.	School Psychologist demonstrates current knowledge of legal ethical principles and standards of practice and is willing to share information with colleagues.

Forms

The forms in this document are templates and are for reference only. Actual forms are in TalentEd Perform.

Formal Pre-Observation Report

Teacher _____ Supervisor _____

Date _____ Time _____ Subject Taught _____

1. Objective(s) of the lesson and relevant standard(s):

2. Procedure(s):

3. Teacher's plan to evaluate student achievement objective(s):
   How do you plan to make use of the results of the assessment?

4. Specific request for observation (e.g., skills, techniques, pupil interactions, etc.):

Reflection Sheet

To be completed by teacher following each formal observation and taken to post-observation conference.

NAME _____ SCHOOL _____

GRADE/SUBJECT _____ DATE _____

1. As I reflect on the lesson, to what extent were the students productively engaged in the work? How do I know?

2. Did the students learn what I expected them to learn? Were my instructional goals met? Or how and when will I know?

3. Did I alter my goals or my work plan as I taught the lesson? Why? How?

4. If I had the opportunity to teach this lesson again, to this same group of students, what would I do differently? Why?

Self-Assessment Form

Teacher Name:_____ School:_____
Assignment_____ Date:_____

Domain I: Planning & Preparation	U	B	P	D	NA
Standard 1: Knowledge and Content * Do I show an effective command of the subject to guide student learning? * Do I use effective instructional resources, including technology, to communicate content knowledge? * Do I take an active role in adopting new content standards and frameworks to teaching?					
Standard 2: Knowledge of Students * Do I build upon students' knowledge and experience? * Do I use school and district resources to support and advocate for student needs? * Do I recognize and address students' learning styles?					
Standard 3: Instructional Goal Setting * Do I select appropriate instructional goals based upon national, state and local standards? * Do I select goals that are measurable and state them in terms of student learning? * Do I select goals appropriate for students?					
Standard 4: Lesson Design * Do I design coherent instruction that reflects research-based best practices? * Do I design instruction that promotes critical thinking and problem solving? * Do I ensure that the curriculum is relevant to student needs? * Do I adhere to the approved scope and sequence of the subject matter?					
Standard 5: Assessment Planning * Am I familiar with the content area and with school, district and state assessment methods and options? * Do I use assessments that are congruent with instructional goals? * Do I develop and use a variety of formative and summative assessment tools and information for planning instruction, feedback and reflection?					
Comments:					

Domain II: Classroom Environment	U	B	P	D	NA
Standard 6: Climate of Respect and Learning * Do I create an environment that promotes equity, respect and positive interpersonal interactions? * Are my interactions with students appropriate to developmental and cultural norms? * Do I have high expectations for student success, quality work and student achievement? * Are students actively engaged?					
Standard 7: Classroom Procedures and Physical Environment *Do I develop and employ classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs? *Do I design a safe and accessible classroom environment for all students? * Do I facilitate smooth transitions with little loss of instructional time? * Do I ensure all students have access to materials, technology and necessary resources?					
Standard 8: Managing Student Behavior * Do I clearly communicate and enforce classroom and school expectations? * Do I address inappropriate behavior consistently and appropriately? * Do I proactively address student behavior?					
Comments:					

Domain III: Instruction	U	B	P	D	NA
Standard 9: Lesson Delivery * Do I exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies? * Do I activate students' prior knowledge? * Do I differentiate to meet the needs of diverse learners? * Do I use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking? * Do I use technology effectively? * Do I use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing?					
Standard 10: Feedback to Students *Do I demonstrate the ability to listen to students and respond appropriately? *Do I provide constructive feedback that facilitates learning and academic growth? *Do I provide constructive feedback that is consistent, ongoing, timely and in a variety of forms?					
Standard 11: Assessment for Learning * Do I use assessment data to prepare for individual and group instruction, including re-teaching when necessary? * Do I use formative assessments during classroom instruction to facilitate student learning? * Do I demonstrate the ability to use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state assessments? * Do I engage students in assessing their own learning?					
Comments:					

Domain IV: Professional Responsibilities	U	B	P	D	NA
Standard 12: Professional Growth * Do I actively participate in professional development opportunities relevant to my teaching assignment? * Do I actively engage in meaningful goal setting? * Do I pursue professional growth through reflection, self assessment, learning and knowledge of best practices?					
Standard 13: Record Keeping and Communication * Do I carry out assigned duties? * Do I maintain accurate records according to district and building protocols? * Do I know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards? * Do I maintain appropriate confidentiality? * Do I communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor? * Do I facilitate meetings effectively? *Do I effectively and appropriately collaborate with colleagues and other professionals?					
Standard 14: Commitment to Instructional Initiatives * Am I aware of and do I support building and district instructional priorities? * Do I know and actively participate in building and district instructional initiatives?					
Comments:					

Formative Evaluation Form

(To be used in conjunction with a formal observation)

Teacher Name:_____ Probationary: ☐ Year _____ Contract ☐

Supervisor:_____ School:_____ Assignment_____

Domain I: Planning & Preparation	U	B	P	D	NA
Standard 1: Knowledge and Content *Does the teacher show an effective command of the subject to guide student learning? * Does the teacher use effective instructional resources, including technology, to communicate content knowledge? * Does the teacher take an active role in adopting new content standards and frameworks to teaching?					
Standard 2: Knowledge of Students * Does the teacher build upon students' knowledge and experience? * Does the teacher use school and district resources to support and advocate for student needs? * Does the teacher recognize and address students' learning styles?					
Standard 3: Instructional Goal Setting * Does the teacher select appropriate instructional goals based upon national, state and local standards? * Does the teacher select goals that are measurable and state them in terms of student learning? * Does the teacher select goals appropriate for students?					
Standard 4: Lesson Design * Does the teacher design coherent instruction that reflects research-based best practices? * Does the teacher design instruction that promotes critical thinking and problem solving? * Does the teacher ensure that the curriculum is relevant to student needs? * Does the teacher adhere to the approved scope and sequence of the subject matter?					
Standard 5: Assessment Planning * Is the teacher familiar with the content area and with school, district and state assessment methods and options? * Does the teacher use assessments that are congruent with instructional goals? * Does the teacher develop and use a variety of formative and summative assessment tools and information for planning instruction, feedback and reflection?					
Comments:					

Domain II: Classroom Environment	U	B	P	D	NA
Standard 6: Climate of Respect and Learning * Does the teacher create an environment that promotes equity, respect and positive interpersonal interactions? * Are the teacher's interactions with students appropriate to developmental and cultural norms? * Does the teacher have high expectations for student success, quality work and student achievement? * Are students actively engaged?					
Standard 7: Classroom Procedures and Physical Environment *Does the teacher develop and employ classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs? *Doest the teacher design a safe and accessible classroom environment for all students? * Does the teacher facilitate smooth transitions with little loss of instructional time? * Does the teacher ensure all students have access to materials, technology and necessary resources?					
Standard 8: Managing Student Behavior * Does the teacher clearly communicate and enforce classroom and school expectations? * Does the teacher address inappropriate behavior consistently and appropriately? * Does the teacher proactively address student behavior?					
Comments:					

Domain III: Instruction	U	B	P	D	NA
Standard 9: Lesson Delivery * Does the teacher exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies? * Does the teacher activate students' prior knowledge? * Does the teacher differentiated to meet the needs of diverse learners? * Does the teacher use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking? * Does the teacher use technology effectively? * Does the teacher use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing?					
Standard 10: Feedback to Students *Does the teacher demonstrate the ability to listen to students and respond appropriately? *Does the teacher provide constructive feedback that facilitates learning and academic growth? *Does the teacher provide constructive feedback that is consistent, ongoing, timely and in a variety of forms?					
Standard 11: Assessment for Learning * Does the teacher use assessment data to prepare for individual and group instruction, including re-teaching when necessary? * Does the teacher use formative assessments during classroom instruction to facilitate student learning? * Does the teacher demonstrate the ability to use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state assessments? * Does the teacher engage students in assessing their own learning?					
Comments:					

Domain IV: Professional Responsibilities	U	B	P	D	NA
Standard 12: Professional Growth * Does the teacher actively participate in professional development opportunities relevant to his or her teaching assignment? * Does the teacher actively engage in meaningful goal setting? * Does the teacher pursue professional growth through reflection, self assessment, learning and knowledge of best practices?					
Standard 13: Record Keeping and Communication * Does the teacher carry out assigned duties? * Does the teacher maintain accurate records according to district and building protocols? * Does the teacher know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards? * Does the teacher maintain appropriate confidentiality? * Does the teacher communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor? * Does the teacher facilitate meetings effectively? *Does the teacher effectively and appropriately collaborate with colleagues and other professionals?					
Standard 14: Commitment to Instructional Initiatives * Is the teacher aware of and does the teacher support building and district instructional priorities? * Does the teacher know and actively participate in building and district instructional initiatives?					
Comments:					

_____ _____ _____

Teacher Supervisor Date

This Evaluation has been discussed between the supervisor and teacher.

Summative Evaluation Form

Due by June 1

Teacher Name:_____ Probationary: ☐ Year _____ Contract ☐

Supervisor:_____ School:_____ Assignment_____

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice
Unsatisfactory	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice
Basic	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan
Proficient	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning
Distinguished	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities
Summative Rating	The Summative Rating is determined by compiling the ratings from each of the four (4) domains with each rating receiving the following point values: Unsatisfactory (1); Basic (2); Proficient (3); and Distinguished (4). Scores will be totaled and averaged to reflect the following summative ratings: <1.99 = **Unsatisfactory** 1.99-2.8 = **Basic** 2.81-3.59 = **Proficient** 3.6-4.0 = **Distinguished**

Domain I: Planning & Preparation

	U	B	P	D	NA
Standard 1: Knowledge and Content					
Standard 2: Knowledge of Students					
Standard 3: Instructional Goal Setting					
Standard 4: Lesson Design					
Standard 5: Assessment Planning					
Domain I: Planning & Preparation Average Rating (transfer to summative section)					
Comments:					

Domain II: Classroom Environment

	U	B	P	D	NA
Standard 6: Climate of Respect and Learning					
Standard 7: Classroom Procedures and Physical Environment					
Standard 8: Managing Student Behavior					
Domain II: Classroom Environment Average Rating (transfer to summative section)					
Comments:					

Domain III: Instruction

	U	B	P	D	NA
Standard 9: Lesson Delivery					
Standard 10: Feedback to Students					
Standard 11: Assessment for Learning					
Domain III: Instruction Average Rating (transfer to summative section)					
Comments:					

Domain IV: Professional Responsibilities

	U	B	P	D	NA
Standard 12: Professional Growth					
Standard 13: Record Keeping and Communication					
Standard 14: Commitment to Instructional Initiatives					
Domain IV: Professional Responsibilities Average Rating (transfer to summative section)					
Comments:					

Summative Rating and Additional Comments	U	B	P	D	NA
Domain I: Planning & Preparation Rating (average score from Domain I standards)					
Domain II: Classroom Environment Rating (average score from Domain II standards)					
Domain III: Instruction Rating (average score from Domain III standards)					
Domain IV: Professional Responsibilities Rating (average score from Domain IV standards)					
Final Summative Rating: (Average from summative ratings above)					
Comments:					

Recommendation:

- ❑ Continuation
- ❑ Non-Renewal
- ❑ Plan of Assistance for Improvement
- ❑ Due to temporary status, contract not renewed

The teacher has attached comments to this conference form: Yes ☐ No ☐

_____ _____ _____

Teacher Supervisor Date

This Evaluation has been discussed between the supervisor and teacher.

Original to Human Resources **Copy to Supervisor** **Copy to Teacher**

Cascade School District Teacher Goals Process Template

Teacher	
Assignment	
School	
Administrator	

Initial Conference	**Content** The goal is being written around which grade/subject/level?			
	Assessments What assessments will I use to measure student learning and growth?			
	Context/Students What are the characteristics or special learning circumstances of my class(es)?			
	Baseline Data What are the learning needs of my students? Attach supporting data.			
	Student Growth Goal Statement (written in **SMART** format)			
	Rationale Why did you choose this goal?			
	Strategies for Improvement How will I help students attain this goal? Provide specific actions that will lead to goal attainment.			
	Implications for Professional Growth What professional development will help me accomplish my goal? How has my self-assessment and evaluation informed my professional development needs? How might I team with colleagues in professional development toward my goal? How will my professional development impact my student growth goal?			
	Teacher Signature:	Date:	Administrator Signature:	Date:

Mid-Year Review	**Collaborative Mid-Year Data Review** What progress has been made? Attach supporting data.	
	Strategy Modification What adjustments need to be made to my strategies?	
	Implications for Professional Growth Has my professional growth to date been relative?	

	How has my professional growth impacted student learning? Have my professional growth needs changed? If so, how?			
	Teacher Signature:	Date:	Administrator Signature:	Date:

Evaluation Conference	**End-of-Year Data** What does the end of the year data show? Attach data.			
	Reflection on Results Overall, what worked, or what should be refined?			
	Professional Growth Reflection How can I use the results to support my future professional growth?			
	Teacher Signature:	Date:	Administrator Signature:	Date:

Student Growth Goal Checklist

This checklist is provided as a resource to teachers and administrators in the writing and evaluation of Student Growth Goals (SGG).

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessments(s)	Growth Target(s)	Rationale for Growth Target(s)
What information is being used to inform the creation if the SGG and establish the amount of growth that should take place within the time period?	Which Students will be included in the SGG? Include course, grade level and number of students.	What is the duration of the course that the SGG will cover? Include beginning and end dates.	What content will be the SGG target? To what related standards is the SGG aligned?	What assessment(s) will be used to measure student growth for the SGG?	Considering all available data and content requirements, what growth target(s) can students be expected to reach?	What is your rationale for setting the target(s) for student growth within the interval of instruction?
○ Identifies sources of information about students (e.g. test scores from prior years, results of pre-assessments) ○ Draws upon trend data, if available ○ Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses	○ Identifies the class or subgroup of students covered by the SGG ○ Describes the student population and considers any contextual factors that may impact student growth (demographic, life event, etc.) ○ If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SGG	○ Matches the length of the course (e.g. quarter, semester, year) ○ Reflects students who receive at least 85% of the teacher's instruction for that course	○ Specifies how the SGG will address applicable Common Core State Standards ○ Represents the big ideas or domains of the content taught during the interval of instruction ○ Identifies core knowledge and skills students are expected to attain as required by the applicable standards	○ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended ○ Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course ○ Provides a plan for combining assessments if multiple summative assessments are used	○ Uses baseline or pretest data to determine appropriate growth ○ Sets developmentally appropriate targets ○ Creates tiered targets when appropriate so that all students may demonstrate growth ○ Sets ambitious yet attainable targets	○ Demonstrates teacher knowledge of students and content ○ Explains why target is appropriate for the population ○ Addresses observed student needs ○ Uses data to identify student needs and determine appropriate growth targets ○ Explains how targets align with school and district goals ○ Sets rigorous expectations for students and teacher(s)

Program of Assistance for Improvement Form

Teacher Name:_____

Supervisor:_____ School:_____ Assignment_____ Date_____
*Developed in cooperation with Administrator, Certified Staff Member and Association Representative

1. Area of Deficiency:
Domain(s) _____ Performance Standard(s)_____ Concerns:

2. Supervisor's Expectations:

3. Assistance to be provided to teacher in meeting expectations:

4. Timeline:

Teacher Signature:_____ Date:_____

Administrator Signature:_____ Date:_____

Association Member Signature:_____ Date:_____

Original to Teacher **Copy to Supervisor** **Copy to Human Resources**

Documentation of Professional Development

This form is to be maintained by the teacher as a record of the professional development necessary for license renewal.

Educator's Name: _____

Activity Name	Date Completed	Domain (s)	# of PDUs
TOTAL NUMBER OF PDUS =			

Domains: List the number of the appropriate domain(s) 1 = Learning communities 2 = Leadership 3 = Resources 4 = Data 5 = Learning designs 6 = Implementation 7 = Outcomes *For more info concerning domains, see OAR 584-090-0110*	**Notes:** One clock hour = one PDU One quarter hour of college credit = 20 PDUs One semester hour of college credit = 30 PDUs **Minimum number required:** 75 for final 3-year licenses 125 for final 5-year licenses 30 for Subs and Restricted Subs (by 2015)

Please attach additional log pages if necessary.

Teacher Evaluation System Glossary of Terms

Conference: It is understood that accurately evaluating a teacher's performance is much more than observing a teacher in the classroom. Information about many of the standards can only be obtained through conversations and conferences with teachers. Supervisors evaluate information from conferences when completing the Standards Review Form.

Contract Teacher: Any teacher that has completed three successful years as a Probationary teacher in Cascade. Contract teachers by state law have a two-year contract with the district that is up for renewal annually by the school board.

Formal Observation: A formal observation is a scheduled classroom visit by a supervisor that results in some kind of written feedback from the supervisor including a standards evaluation on the Standards Review Form. Formal observation usually occurs during an Observation Year, but they can occur at any time a supervisor deems necessary. Probationary teachers are formally observed at least twice a year, and Contract teachers are formally observed at least once every three years.

Formative Assessment: Formative assessments occur during an instructional unit. Formative assessments are used to inform and guide instruction.

Informal Observation: An informal observation is an unscheduled classroom visit by a supervisor that does not include the Standards Review Form. Supervisors are expected and encouraged to frequently be in classrooms on an informal basis. These visits are generally unannounced walkthroughs, but could also include documenting the visit using observation tools the supervisor has developed or notes given to the teacher. Data from informal observations are used to help determine a teacher's performance.

Observation Year: An observation Year is a school year where a teacher is formally observed and evaluated on the Summative Evaluation Form. Every year is an Observation Year for Probationary teachers, and one year out of three is an Observation Year for Contract teachers. Teachers may elect to use the Performance Goal Form during their Observation Year to receive additional support.

Performance Levels: Performance levels are used throughout this evaluation system. Levels used to rate teachers on the standards are based on the following scale: *Unsatisfactory, Basic, Proficient, and DISTINGUISHED*. It is important to realize that through 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 incidents when state law would supersede this evaluation system.

The descriptors for the performance levels are as follows:

- **Unsatisfactory (U)**: Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice.
- **Basic (B)**: Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan.
- **Proficient (P)**: Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning.
- **DISTINGUISHED (E)**: Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities.

Performance Standards: State law requires each district to establish performance standards that will be used to

evaluate teacher performance. The development of performance standards must be in coordination with the local teachers' association. The Cascade Teacher Evaluation System has 17 performance standards, and components of these standards are used to set goals for teacher performance.

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

Professional Development Plan: This form is used to document the certified staff member's professional growth for licensure. This form is required by the Teacher Standards and Practices Commission (TSPC) and is the responsibility of the teacher to maintain during the licensure cycle.

Professional Growth Cycle: Contract teachers participate in the Professional Growth Cycle. The Professional Growth Cycle is a three-year cycle that begins with two Growth Years followed by an Observation Year. Teachers begin their Growth Year by completing the Professional Growth Form and choosing a professional growth activity. At the end of the second year, teacher reflects on their activity and meets with their supervisor to plan their Observation Year. Teachers may elect to use the Performance Goal Setting Form to receive additional support on one or more standards.

Plan of Assistance for Improvement: When a teacher has an unsatisfactory evaluation or standards review, the teacher is placed on a Plan of Assistance for Improvement. The Plan of Assistance is formal and involves the District and Association. If a teacher does not improve through the Plan of Assistance, they will not be recommended for rehire to the School Board.

Summative Evaluation: The supervisor completes the Summative Evaluation by evaluating a teacher's performance on the 14 Cascade teaching and learning standards. When completing the Summative Evaluation, each standard is evaluated as a whole. Extended definitions on all of the standards including guiding questions, and evidence to look for can be found on the rubric pages of this manual.

Summative Assessment: Summative assessment occurs at the end of an instructional unit or period of time.

Temporary Teacher: Any teacher employed to fill a position designated as temporary or experimental or to fill a vacancy which occurs after the opening of school because of unanticipated enrollment or because of the death, disability, retirement, resignation, contract non-extension or dismissal of a contract or probationary teacher.