NEWBERG
PUBLIC SCHOOLS

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LICENSED PROFESSIONAL GROWTH AND PERFORMANCE EVALUATION MANUAL

Revised:
August 1, 2013

Human Resources
Newberg School District
714 E. Sixth Street
Newberg, Oregon 97132

NEWBERG SCHOOLS
Certified Professional Growth and Review

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In Fall 2012, Newberg Schools began the process of redesigning the certified evaluation process. The focus of this project was "effective instruction." What is it, what does it look like, how do we build capacity for more of it, how is support provided when it is needed, and what is the role of both teacher and supervisor in this endeavor? Research tells us that good teaching provides the highest leverage for improving student learning – and we want to ensure our observation/evaluation process supports high levels of learning.

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

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

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References

Bend-LaPine Schools, Professional Growth and Evaluation Handbook

Crook County Oregon School District, Crook County Administrative Evaluation Handbook

Marshall, K.(2009).*Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap.* San Francisco, CA Jossey-Bass.

Springfield Oregon Public Schools, Teacher Growth and Evaluation Handbook

Salem-Keizer School District, Teacher Growth and Evaluation Handbook

Philosophy of Teacher Evaluation

Newberg Schools believe the primary objective of any evaluation system is to improve the instruction and to facilitate a positive learning environment where students experience success, growth, and achievement.

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

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

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

Probationary Teacher Observation Timeline

By Oct. 1st	By Dec. 20th	By Jan. 30th	By June 1st	By June 20th	By June 20th
Professional Growth Plan and Goal-Setting Form due to supervisor.	*Three (3) mini observations completed* *First Formal observation* *Conference and Written Summary of Performance Evaluation Rubric based on Observations*	*Review progress on goals* *Modify and adjust plan if necessary* *Check in on progress made on Professional Development Plan*	*Three (3) mini observations completed* *Second Formal Observation* *Yearly Reflection Meeting*	*Teacher begins Goal Setting Form* *and* *Establish Professional Growth Activities*	*Yearly Evaluation Form Submitted to Human Resources*

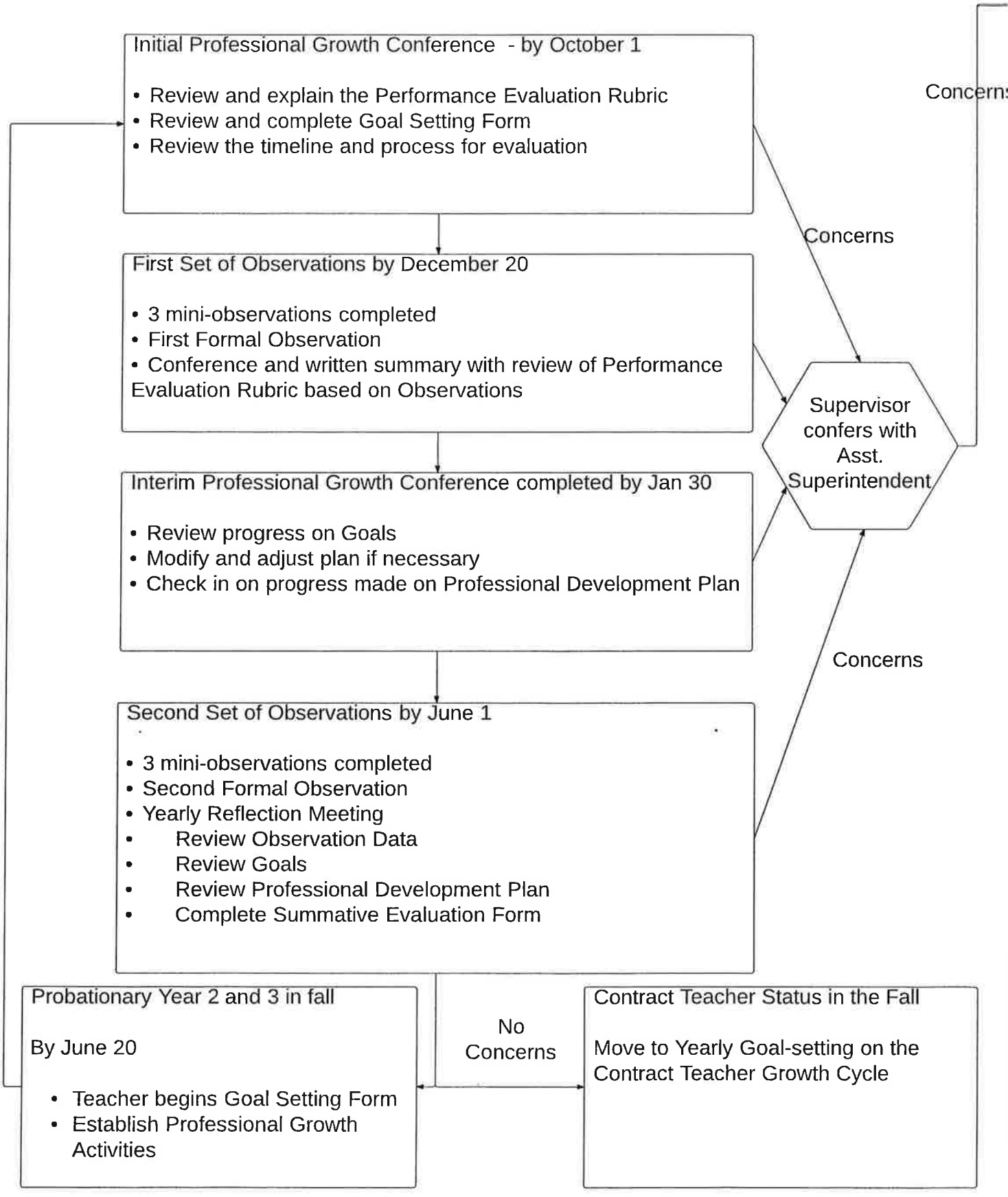
Contract Teacher Observation Timeline

By Oct. 1st	By Dec. 20th	By Jan. 30th	By June 1st	By June 20th	By June 20th
Professional Growth Plan and Goal-Setting Form due to supervisor.	*Three (3) mini observations completed* *Written feedback and at least one face to face conversation about mini-observations*	*Review progress on goals* *Modify and adjust plan if necessary* *Check in on progress made on Professional Development Plan*	*Three (3) mini observations completed* *Yearly Reflection Meeting*	*Teacher begins Goal Setting Form* *Establish Professionl Growth Activities*	*Yearly Evaluation Form Submitted to Human Resources*

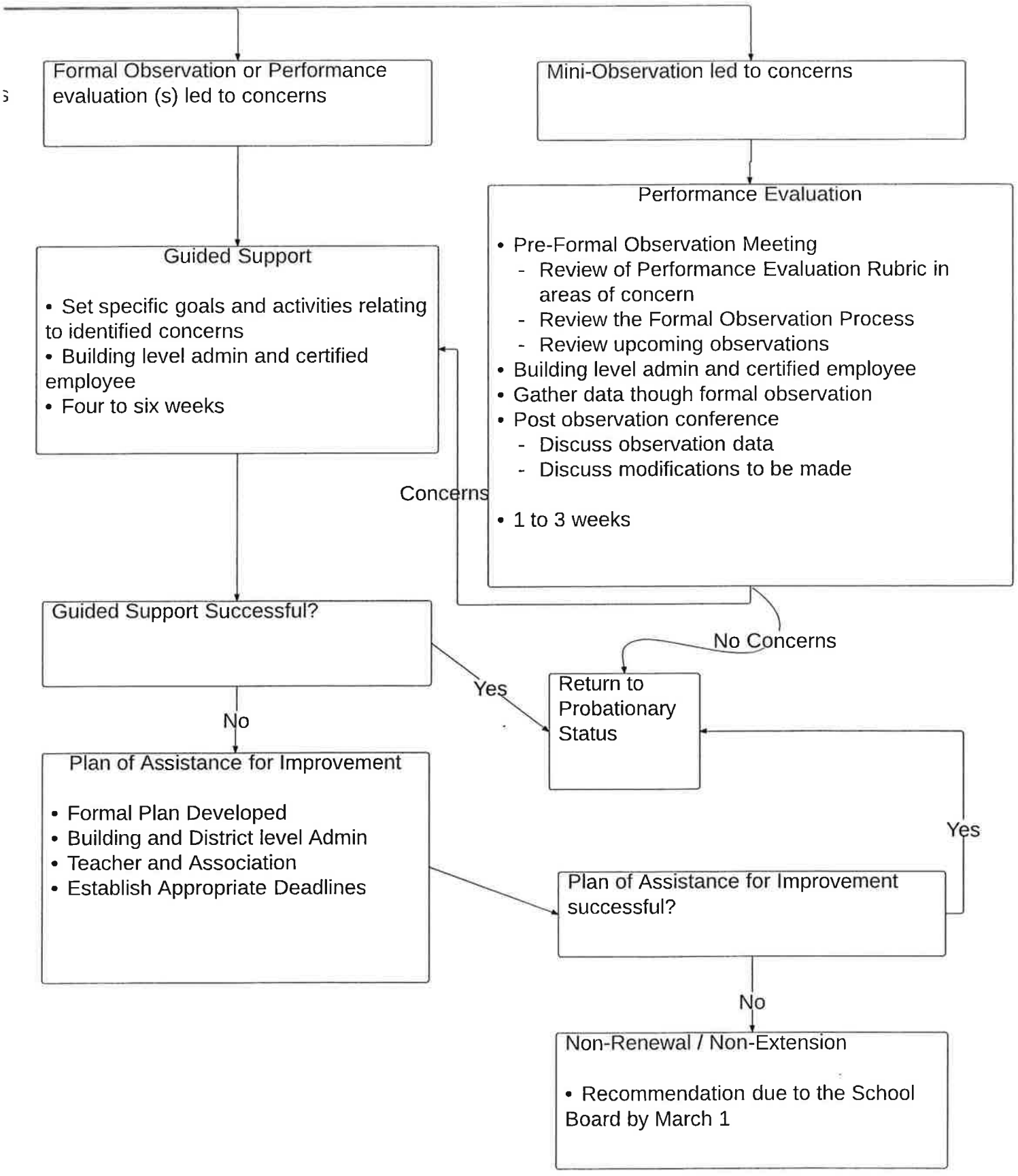
Mini-observations: The mini-observations are from 5-15 minutes that happen more frequently at various times within a class period. They will focus on two – four standards and will be followed up with a conversation or written communication.

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

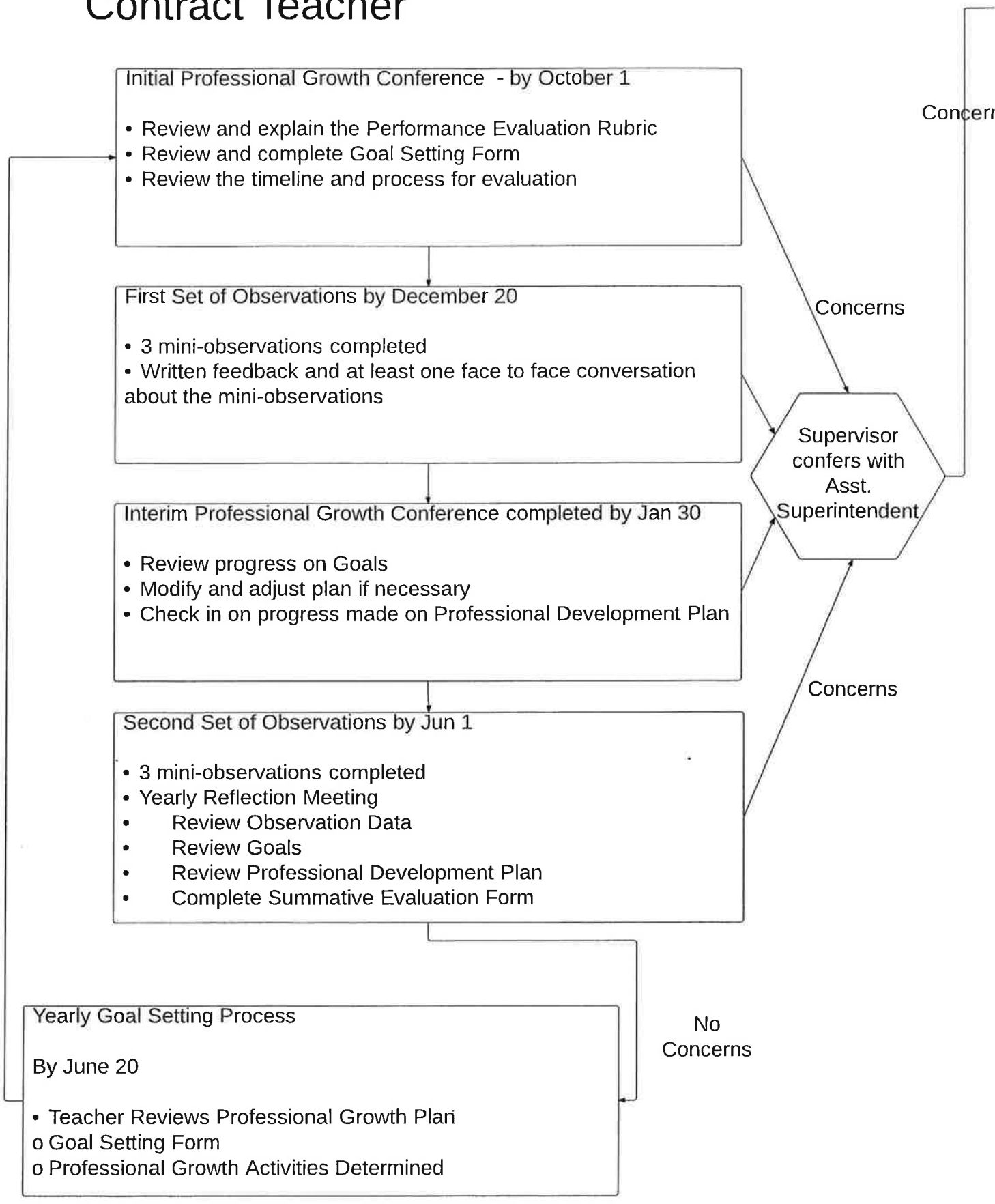
Probationary Teacher



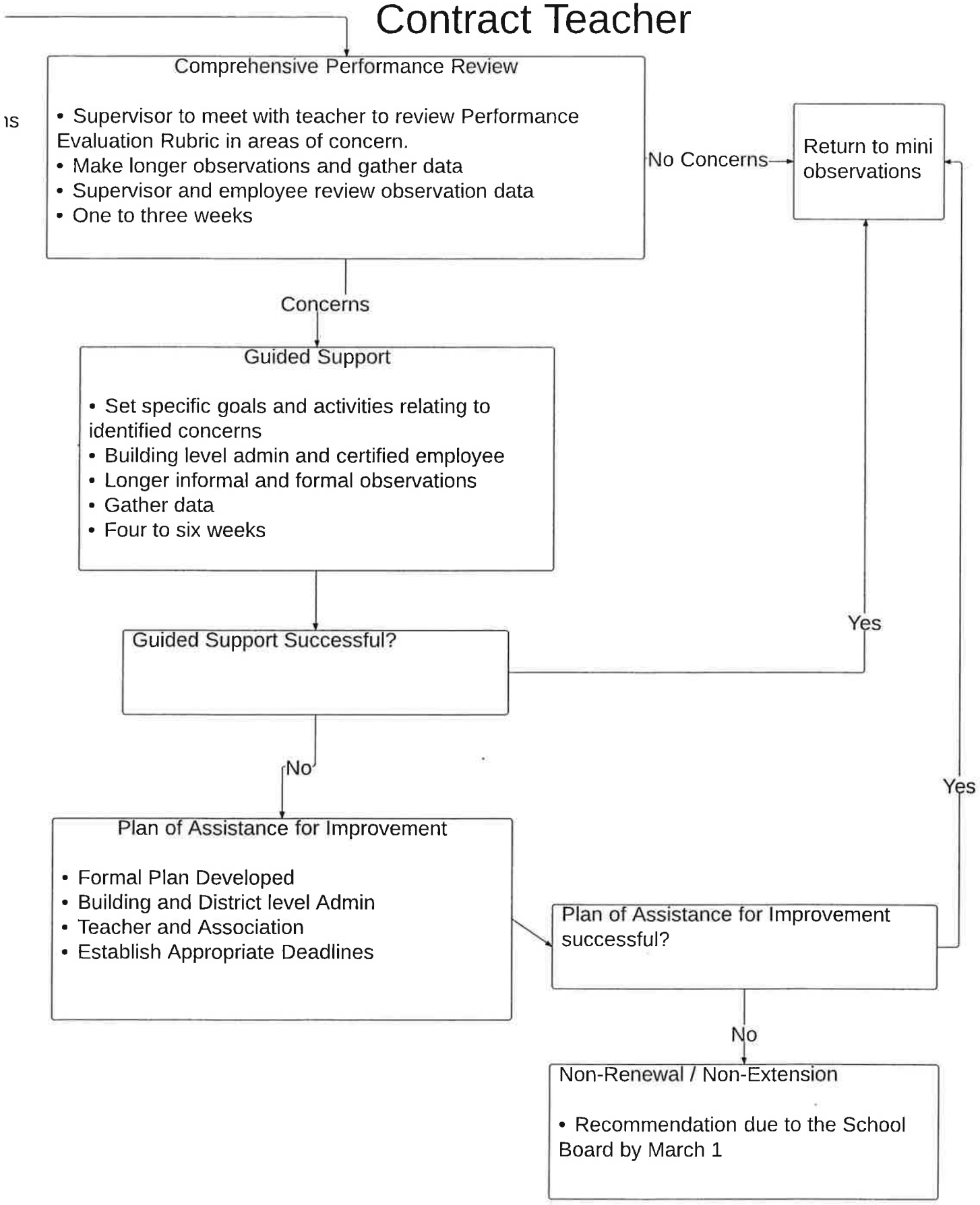
Probationary Teacher



Contract Teacher



Contract Teacher



Newberg Schools
Certified Evaluation Domains and Standards Overview
Language in this overview reflects a 3 (Effective) in the rubric language.

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Newberg Schools Quick Reference Performance Evaluation Rubric

	#	Standard	Does Not Meet (DNM)	Developing Proficiency(DP)	Proficient (PR)	Exceeds (E)
Development	1.1	Demonstrates an understanding of how children/ adolescents learn and develop.	Demonstrates minimal knowledge of student patterns of learning and development.	Demonstrates basic knowledge of student patterns of learning and development.	Demonstrates thorough knowledge of student patterns of learning and development.	Is a resource for colleagues in understanding and interpreting student patterns of learning and development.
Learning	1.2	Designs and implements developmentally appropriate instruction.	Implements activities and assignments that are not developmentally appropriate for students.	Implements some activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that challenge each student at his/her developmental level.
Differences	2.1	Makes appropriate and timely provisions for individual students with particular learning differences or needs.	Does not differentiate instruction according to students' learning differences or needs.	While not always effective, attempts to differentiate instruction according to students' learning differences or needs.	Differentiates instruction according to students' learning differences or needs.	Anticipates individual students' learning needs by proactively designing differentiated instruction, and makes effective differentiation decisions while teaching.
Learning	2.2	Incorporates tools of language development into planning and instruction to support development of academic language proficiency.	Does not use strategies and tools to support student development of academic language proficiency.	While not always effective, attempts to use strategies and tools to support student development of academic language proficiency.	Uses strategies and tools to support student development of academic language proficiency.	Use strategies and tools to support student independence in the development of academic language.
Learning Environments	3.1	Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.	Ineffectively designs and manages the learning environment and/or instructional time.	While not always effective, designs and manages the learning environment and/ or instructional time to accommodate students' needs and involvement in learning.	Designs and manages the learning environment and instructional time to accommodate all students' needs and involvement in learning.	Proactively establishes systems in which both teacher and students manage the learning environment, transitions, and instructional time to maximize active involvement in learning for all students.

Newberg Schools Quick Reference Performance Evaluation Rubric

	#	Standard	Does Not Meet (DNM)	Developing Proficiency(DP)	Proficient (PR)	Exceeds (E)
Environments	3.2	Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.	Does not build a classroom community based upon shared values and expectations. Fails to communicate with students in a fair and respectful manner.	While not always effective, attempts to build a classroom community based on shared values and expectations. Communicates with students in a fair and respectful manner.	Creates a positive classroom community based on shared values and expectations for respectful interactions with regard to race, culture, gender, sexual orientation, religion, socioeconomic status, and exceptionalities.	Collaborates with students to facilitate their self-reflection and ownership for ongoing improvement of the classroom community based upon respect, fairness, and the inherent value of all members.
Learning	3.3	The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines, and organizational structures.	Minimal standards of conduct or systems for performing non-instructional tasks are in place. Teacher either does not monitor student behavior or responds inconsistently.	Standards of conduct and systems for performing non-instructional tasks are in place; however, they are at times inconsistent or unclear. Teacher monitors student behavior and responds with moderate effectiveness.	Standards of conduct are clear; efficient systems for performing non-instructional tasks are in place. Teacher monitors student behavior and responds effectively.	Standards of conduct and efficient systems encourage students to independently monitor their behavior and performance. Monitoring by teacher is subtle and preventive.
Knowledge	4.1	Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) s/he teaches.	Displays minimal content knowledge. Instructional practices indicate little awareness of learning progressions, and such knowledge is incomplete or inaccurate.	Displays basic content knowledge. Instructional practices indicate some awareness of learning progressions, although such knowledge may be incomplete or inaccurate.	Displays thorough content knowledge. Instructional practices reflect understanding of learning progressions within the discipline.	Mastery of content knowledge and learning progressions allow flexible adjustments to address students at their current level of understanding to either remediate or deepen their understanding.
Content	4.2	Integrates culturally relevant content to build on learners' cultural/diverse background knowledge.	Demonstrates inadequate knowledge of learners' cultural/diverse backgrounds and experiences and lacks ability to design learning experiences as a result.	Demonstrates limited knowledge and/or ability to design learning experiences that integrate relevant content to build on learners' cultural/diverse backgrounds and experiences.	Designs learning experiences that integrate relevant content to build on learners' cultural/diverse backgrounds and experiences.	Designs learning experiences that integrate relevant content for each student's cultural/diversity within the context of the curriculum.

Newberg Schools Quick Reference Performance Evaluation Rubric

	#	Standard	Does Not Meet (DNM)	Developing Proficiency(DP)	Proficient (PR)	Exceeds (E)
Content Knowledge	4.3	Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	Does not apply strategies designed to engage students in understanding, questioning, and analyzing ideas from diverse perspectives within the discipline.	While not always effective, attempts to apply strategies designed to engage students in understanding, questioning, and analyzing ideas from diverse perspectives within the discipline.	Applies strategies designed to engage students in understanding, questioning, and analyzing ideas from diverse perspectives within the discipline.	Creates an interactive environment where students take the initiative to independently understand, question, and analyze ideas from diverse perspectives within the discipline.
Content	5.1	Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.	Does not design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	While not always effective, attempts to design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Designs learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Embeds interdisciplinary connections within curriculum, allowing students to independently relate these connections to key concepts and underlying themes.
Application of	5.2	Engages learners in critical and creative thinking, encouraging new ideas and approaches.	Does not encourage students' formation of independent ideas and creative approaches.	Applies strategies that may allow students to form independent ideas and creative approaches that are sometimes connected to relevant content.	Applies strategies that facilitate students' formation of independent ideas and creative approaches that are connected to relevant content.	Creates an environment that regularly encourages students' formation of independent ideas and creative approaches.
Assessment	6.1	Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.	Assessments are not aligned with learning objectives and/ or do not enable students to demonstrate their learning.	Constructs and/or selects formative and summative assessments that sometimes do not align with learning objectives, and may use limited measures for learners to demonstrate what they know.	Constructs and/or selects formative and summative assessments that align with learning objectives and uses multiple measures for learners to demonstrate what they know.	Constructs and/or selects assessments that clearly inform students of their progress and encourage them to take responsibility for their learning by showing an understanding of where they are and their next steps for learning.

Newberg Schools Quick Reference Performance Evaluation Rubric

	#	Standard	Does Not Meet (DNM)	Developing Proficiency(DP)	Proficient (PR)	Exceeds (E)
Assessment	6.2	Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.	Uses assessment solely as a means to determine a grade and/or neither examines assessment data independently nor with colleagues to inform instructional decisions.	Documents, analyzes, and interprets limited student assessment data independently and with colleagues, and/or assessment data is sometimes used to identify student learning needs.	Documents, analyzes, and interprets a variety of student assessment data, independently and with colleagues, to identify individual student learning needs, trends, and patterns among groups of students to inform instruction.	Documents, analyzes, and interprets a variety of student assessment data, independently and with colleagues, resulting in a continuous feedback loop of effective assessment informing effective instruction.
Assessment	6.3	Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.	Performance standards are not provided to students. Rarely provides models or guidance for students to improve the quality of their work.	Sometimes provides performance standards for student work and/or standards may lack specific expectations. Sometimes provides models and guides students in methods for improving the quality of their work.	Provides explicit performance standards for student work. Provides models and guides students in methods for improving the quality of their work.	Models and facilitates processes that involve students in examining and assessing their work products, both individually and collectively, using clearly defined performance standards. Allocates time to provide specific descriptive feedback to individual learners.
For Instruction	7.1	Designs learning experiences aligned to curriculum standards and student needs.	Demonstrates minimal evidence of planning aligned to content standards and student needs.	While not always effective, attempts to create short- and long-term plans which may be aligned to content standards. Attempts to integrate student learning needs, goals, and learning activities into plans.	Creates short- and long-term plans aligned to content standards. Plans integrate student learning needs, goals, and learning activities.	Plans reflect understanding of prerequisite relationship between content standards. Teacher anticipates student misconceptions and addresses them before proceeding.
Planning	7.2	Evaluates and adjusts plans based on student outcomes.	Does not evaluate or customize instructional plans based upon student outcomes.	Sometimes customizes instructional plans based upon assessment data. Sometimes responds to student outcomes by tailoring instruction and strategies to assessed student needs.	Customizes instructional plans based upon ongoing assessment data. Responds to student outcomes by tailoring instruction and strategies to assessed student needs.	Anticipates and plans for a wide range of adaptations to lessons based on analysis of individual student outcomes. Engages with students to identify adjustments in instruction that best meet their learning needs.

Newberg Schools Quick Reference Performance Evaluation Rubric

	#	Standard	Does Not Meet (DNM)	Developing Proficiency(DP)	Proficient (PR)	Exceeds (E)
Planning for Instruction	7.3	Plans collaboratively with colleagues and/ or specialists to design instruction to meet unique learning needs.	Does not access colleagues and/or specialists for collaborative planning.	Consultation with colleagues and/or specialists sometimes influences the design of instruction to address unique learning needs.	Collaborates with colleagues and/or specialists to design instruction that addresses unique learning needs.	Anticipates unique student needs and collaborates with colleagues and/or specialists to proactively address them.
	8.1	Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)	Utilizes only a teacher-directed instructional approach.	Beginning to integrate role variation, but relies primarily on direct instruction.	Varies role between instructor, facilitator, guide and audience. Considers learners' needs and instructional goals in determining appropriate instructional role.	Integrates a variety of roles for all members of the classroom community, so students become both teachers and learners.
Strategies	8.2	The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.	Does not incorporate or ineffectively incorporates available media and technology in support of content and skill development.	Moderately effective at incorporating available media and technology and/or support of content and skill development is not always clear.	Incorporates available media and technology that supports content and skill development.	Seeks out new and/or innovative ways to integrate available media and technology to support content and skill development.
Instructional	8.3	Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and appropriate technology.	Rarely uses instructional strategies which provide opportunities for students to communicate.	Sometimes uses instructional strategies which provide opportunities for students to communicate. May not allow for a variety of methods for communicating to various audiences.	Uses instructional strategies which provide regular opportunities for students to develop and use a variety of methods for communicating to various audiences.	Uses instructional strategies to create an interactive environment where students independently select and use a variety of communication modes.
	8.4	Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.	Does not use questioning strategies to stimulate discussion that enhances student learning.	While not always effective, attempts to use questioning strategies to stimulate discussion that enhances student learning.	Uses questioning strategies to stimulate discussion that enhances student learning.	Flexibly uses questioning strategies, based on in-the- moment analysis of student understanding, to stimulate discussion and move students forward in their learning.

Newberg Schools Quick Reference Performance Evaluation Rubric

	#	Standard	Does Not Meet (DNM)	Developing Proficiency(DP)	Proficient (PR)	Exceeds (E)
Instructional Strategies	8.5	Engages all learners in developing higher order thinking skills and metacognitive processes.	Does not use teaching strategies to develop higher order thinking skills or metacognitive processes.	Uses a limited number of strategies that are sometimes effective at developing higher order thinking skills and metacognitive processes for all learners.	Uses various strategies to engage all learners in developing higher order thinking skills and metacognitive processes.	Creates a classroom culture where students use higher order thinking skills and metacognitive processes, both independently and with others, as a natural part of the learning process.
And Ethical Practice	9.1	Engages in ongoing learning opportunities.	Does not engage in professional learning opportunities.	Engages in professional learning opportunities.	Engages in professional learning opportunities and based on self-assessment determines appropriate implementation of new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others.
Professional Learning	9.2	Demonstrates understanding of legal and ethical rights and responsibilities.	Does not demonstrate understanding of federal, state, and district regulations and policies.	Demonstrates a pattern of limited understanding of federal, state, and district regulations and policies.	Demonstrates an understanding and complies regularly with federal, state, and district regulations and policies.	Demonstrates an understanding of the larger context of public education policy of changing laws and ethical standards.
Collaboration	10.1	Takes an active role on an instructional team.	Does not collaborate in planning curriculum, coordinating resources, and solving problems.	Demonstrates inconsistent pattern of collaborating in planning curriculum, coordinating resources and solving problems.	Demonstrates consistent pattern of collaborating in planning curriculum, coordinating resources, and solving problems.	Initiates opportunities for staff collaboration to plan curriculum, coordinate resources, and solve problems.
Leadership and	10.2	Works collaboratively with students and families.	Does not use resources to communicate with students and families.	Irregularly uses resources to communicate with students and families.	Regularly uses resources to communicate with students and families.	Uses interactive communication to foster a culture in which students know how to advocate for and articulate their learning needs in order to improve their achievement.

This form may be used as a reference for yearly goal-setting and reflection. It may also provide indicators of professional development needs within a building.

* Note: All goals need to be tied directly to rubric standards and collected data.

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 1: Overall

DNM	DP	PR	E

	Does Not Meet (DNM)	Developing Proficiency (DP)	Proficient (PR)	Exceeds (E)
1.1 Demonstrates an understanding of how children/adolescents learn and develop.	Demonstrates minimal knowledge of student patterns of learning and development.	Demonstrates basic knowledge of student patterns of learning and development.	Demonstrates thorough knowledge of student patterns of learning and development.	Is a resource for colleagues in understanding and interpreting student patterns of learning and development.
1.2 Designs and implements developmentally appropriate instruction.	Implements activities and assignments that are not developmentally appropriate for students.	Implements some activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that challenge each student at his/her developmental level.

Guiding Questions	Evidence Examples
• How is student data used to modify instruction? • Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding? • Is there a demonstrated understanding of student development?	• Analysis of pre- and post-assessment data • Ongoing formative assessment data • Provides developmentally appropriate instruction within their content area • Uses flexible groupings based on on-going analysis of learning styles and developmental needs

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• How is student/group response used to modify instruction? • Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding? • Is there a demonstrated understanding of student/group development? • Are learning styles and developmental needs of students/groups recognized and appropriately responded to?	• Ongoing flow of assessment; including aural, visual and written, is evident • Provides developmentally appropriate instruction within the teacher's content area • Uses flexible groupings based on on-going analysis of learning styles and developmental needs • Examples of modified materials created in response to student/group performance

Special Education Guiding Questions and Evidence Examples

Please Note: A students' developmental age may not necessarily equal his/her chronological age and/or instructional level.

Guiding Questions	Evidence
• How is student data used to modify instruction? • Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding? • Are learning styles and developmental needs of students recognized and appropriately responded to? • Are learning styles and developmental needs of students recognized and appropriately used to modify instruction? • Is there a demonstrated knowledge of disabilities and their impact? • Is there a demonstrated connection between IEP goals and instruction?	• Analysis of pre- and post-assessment data • Ongoing formative assessment data • Uses flexible groupings based on on-going analysis of learning styles and developmental needs • Examples of modified materials created in response to data and/or disability needs • Comprehensive present level of performance drives that drive goal development and specially-designed instruction on the IEP

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Are lessons and activities age and developmentally appropriate? • Are lessons and activities presented in alignment with developmental stages?	• Examples of modified activities. • Examples of modified equipment • Use of modified equipment

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 2: Overall

DNM	DP	PR	E

	Does Not Meet (DNM)	Developing Proficiency (DP)	Proficient (PR)	Exceeds (E)
2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs.	Does not differentiate instruction according to students' learning differences or needs.	While not always effective, attempts to differentiate instruction according to students' learning differences or needs.	Differentiates instruction according to students' learning differences or needs.	Anticipates individual students' learning needs by proactively designing differentiated instruction, and makes effective differentiation decisions while teaching.
2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.	Does not use strategies and tools to support student development of academic language proficiency.	While not always effective, attempts to use strategies and tools to support student development of academic language proficiency.	Uses strategies and tools to support student development of academic language proficiency.	Use strategies and tools to support student independence in the development of academic language.

Guiding Questions	Evidence Examples
• Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understandings or skills? • Is an understanding of students' needs and backgrounds demonstrated? • Are high expectations for <u>all</u> students consistently communicated? • Are tools of language development used to scaffold learning for diverse students?	• Documentation of instructional and testing accommodations and modifications for students • Anecdotal notes on student learning differences • Records showing communication with students, parents, and specialists regarding student learning needs • Documentation of how students respond to varied teaching strategies

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Are appropriate modifications utilized to meet student needs? • Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understanding or skills? • Is an understanding of the students' needs demonstrated? • Are high expectations for all students consistently communicated and developed? • Accounting for student differences, are the individual students encouraged to participate in the group setting?	• Accommodations or modifications used to meet student/group needs. • Records showing communication with students, parents and specialists regarding student learning needs when applicable. • Narrative demonstrating an awareness of how students respond to varied teaching strategies.

Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understandings or skills? • Is an understanding of students' needs and backgrounds demonstrated? • Are high expectations for all students consistently communicated? • Are tools of language development used to scaffold learning for diverse students?	• Documentation of instructional and testing accommodations and modifications for individual students • Anecdotal notes on student learning differences • Records showing communication with students, parents, and specialists regarding student learning needs • Documentation of how students respond to varied teaching strategies

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Are all students able to participate in activities with modifications? • Participation in physical education PLC meetings? • Participation in IEP meetings?	• Photos and/or videos of modified activities • Notes from physical education PLC meetings • Notes from IEP meetings

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 3: Overall

DNM	DP	PR	E

	Does Not Meet (DNM)	Developing Proficiency (DP)	Proficient (PR)	Exceeds (E)
3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.	Ineffectively designs and manages the learning environment and/or instructional time.	While not always effective, designs and manages the learning environment and/ or instructional time to accommodate students' needs and involvement in learning.	Designs and manages the learning environment and instructional time to accommodate all students' needs and involvement in learning.	Proactively establishes systems in which both teacher and students manage the learning environment, transitions and instructional time to maximize active involvement in learning for all students.
3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.	Does not build a classroom community based upon shared values and expectations. Fails to communicate with students in a fair and respectful manner.	While not always effective, attempts to build a classroom community based on shared values and expectations. Communicates with students in a fair and respectful manner.	Creates a positive classroom community based on shared values and expectations for respectful interactions with regard to race, culture, gender, sexual orientation, religion, socioeconomic status, and exceptionalities.	Collaborates with students to facilitate their self-reflection and ownership for ongoing improvement of the classroom community based upon respect, fairness, and the inherent value of all members.

Guiding Questions	Evidence Examples
• In what ways is the environment organized to engage students in learning? • Is a behavior system in place which promotes a climate of respect and learning? • Are respect, safety, and value for differing perspectives and cultural backgrounds communicated through language, behavior, and the classroom environment? • Is a sense of classroom and school-wide community built, promoted, and facilitated through the academic year.	• Expectations that are posted, and referred to as needed • Groupings of students which are utilized for content discussions and teamwork • Classroom organization, equipment, and materials are easily accessible and complement the instructional focus • Documentation of modifications in the classroom environment to improve student success (e.g., visual schedules, cues for strategies/behavior)

Standard 3: Learning Environments (Continued)

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 3: Overall

DNM	DP	PR	E

	Does Not Meet (DNM)	Developing Proficiency Toward (DP)	Proficient Relative (PR)	Exceeds (E)
3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines, and organizational structures.	Minimal standards of conduct or systems for performing non-instructional tasks are in place. Teacher either does not monitor student behavior or responds inconsistently.	Standards of conduct and systems for performing non-instructional tasks are in place; however, they are at times inconsistent or unclear. Teacher monitors student behavior and responds with moderate effectiveness.	Standards of conduct are clear; efficient systems for performing non-instructional tasks are in place. Teacher monitors student behavior and responds effectively.	Standards of conduct and efficient systems encourage students to independently monitor their behavior and performance. Monitoring by teacher is subtle and preventive.

Guiding Questions	Evidence Examples
• In what ways is the environment organized to engage students in learning? • Is a behavior system in place which promotes a climate of respect and learning? • Are respect, safety, and value for differing perspectives and cultural backgrounds communicated through language, behavior, and the classroom environment? • Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year?	• Expectations that are developed collaboratively, posted, and referred to as needed • Groupings of students which are utilized for content discussions and teamwork • Classroom organization, equipment, and materials are easily accessible and complement the instructional focus • Documentation of modifications in the classroom environment to improve student success (e.g., visual schedules, cues for strategies/behavior)

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• No changes/additions.	• Expectations are developed collaboratively, posted and referred to as needed. • Uses a variety of student groupings for musical growth. • When physically possible, classroom organization, equipment, and materials are easily accessible and complement the instructional focus. • Creates ways to efficiently manage and transport teaching materials and classroom supplies between multiple instructional spaces. • Modifies the classroom environment to improve student success (e.g. visual schedule, cues for strategies/behavior, arrangement of equipment).

Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• In what ways is the environment organized to engage students in learning? • Is a behavior system in place which promotes a climate of respect and learning? • Is the behavior system appropriate for the classroom focus? • Are respect, safety, and value for differing perspectives and cultural backgrounds communicated through language, behavior, and the classroom environment? • Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year? • How is the environment organized to address students' disabilities? (Lack of visual clutter, clear traffic patterns, etc.) • Are positive strategies incorporated to help students cope with frustrations in the learning situation that may be associated with their disability? • Are tasks and learning/social situations modified to optimize student success?	• Expectations that are clear, consistent, and referred to as needed • Groupings of students, when appropriate, which foster content discussions and teamwork • Classroom organization, equipment, and materials are easily accessible and complement the instructional focus • Documentation of modifications in the classroom environment to improve student success (e.g., visual schedules, cues for strategies/behavior) • Documentation of student behavior management system based on the type of classroom

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Are all students participating in activities?	• Documentation and demonstration of procedures which provide for efficient transitions between activities and classes • Visual aids which help students successfully participate in activities

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 4: Overall

DNM	DP	PR	E

	Does Not Meet (DNM)	Developing Proficiency (DP)	Proficient (PR)	Exceeds (E)
4.1 Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) s/he teaches.	Displays minimal content knowledge. Instructional practices indicate little awareness of learning progressions and such knowledge is incomplete or inaccurate.	Displays basic content knowledge. Instructional practices indicate some awareness of learning progressions, although such knowledge may be incomplete or inaccurate.	Displays thorough content knowledge. Instructional practices reflect understanding of learning progressions within the discipline.	Mastery of content knowledge and learning progressions allow flexible adjustments to address students at their current level of understanding to either remediate or deepen their understanding.
4.2 Integrates culturally relevant content to build on learners' cultural/ diverse background knowledge.	Demonstrates inadequate knowledge of learners' cultural/diverse backgrounds and experiences and lacks ability to design learning experiences as a result.	Demonstrates limited knowledge and/or ability to design learning experiences that integrate relevant content to build on learners' cultural/diverse backgrounds and experiences.	Designs learning experiences that integrate relevant content to build on learners' cultural/diverse backgrounds and experiences.	Designs learning experiences that integrate relevant content for each learners' cultural/diversity within the context of the curriculum.

Guiding Questions	Evidence Examples
• Are opportunities created to develop academic language as a part of the content instruction? • Is instruction connected to common core state standards? • Are multiple levels of questioning strategies used to engage students? • Do students understand the purpose of lessons and value of the content area being taught?	• Use of varied questioning techniques and levels of questions • Providing diverse perspectives through a variety of resources (e.g., discussion, readings, guests, online sources) • Presentation of content standards in ways which are clear and meaningful • Uses tools of language development to scaffold learning of academic language (ELD, GLAD, SIOP, etc) • Posted learning targets and standards for activities. • Posted components of critical elements.

Standard 4: Content Knowledge (Continued)

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 4: Overall

DNM	DP	PR	E

	Does Not Meet (DNM)	Developing Proficiency (DP)	Proficient Relative (PR)	Exceeds (E)
4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.	Does not apply strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	While not always effective, attempts to apply strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	Applies strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	Creates an interactive environment where students take the initiative to independently understand, question and analyze ideas from diverse perspectives within the discipline.

Guiding Questions	Evidence Examples
• Are opportunities created to develop academic language as a part of the content instruction? • Is instruction connected to common core state standards? • Are multiple levels of questioning strategies used to engage students? • Do students understand the purpose of lessons and value of the content area being taught	• Use of varied questioning techniques and levels of questions • Providing diverse perspectives through a variety of resources (e.g., discussion, readings, guests, online sources) • Presentation of content standards in ways which are clear and meaningful Uses tools of language development to scaffold learning of academic language (ELD, GLAD, SIOP) • Posted learning targets and standards for activities. • Posted components of critical elements.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Are opportunities created to develop academic language as part of the content instruction? • Is instruction connected to content standards? • Are multiple levels of questioning strategies used to engage students? • Are students actively participating in rehearsals and/or music classes? • Do students experience (hear, feel, imitate, model, create, demonstrate) and/or understand the purpose of lessons and the value of the content area being taught? • Do learning experiences integrate culturally relevant content and build on learners' background knowledge? • Are students engaged in the performance of music? • Are students encouraged to demonstrate a mature level of musical expression?	• Practice logs, music theory worksheets, curriculum-based writing work samples, note tests, performance tests, rhythm worksheets. • A variety of music from different cultures. • Use of varied questioning techniques and levels of questions. • Presentation of content standards in ways which are clear and meaningful. • Pursues professional development activities and opportunities specific to content area.

Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Are opportunities created to develop academic language as a part of the content instruction? • Is instruction related to students' IEP? • Are IEP goals related to state content standards at the students' developmental/ instructional level? • Are multiple levels of questioning strategies used to engage students? • Is the purpose of the lesson clear?	• Use of varied questioning techniques and levels of questions. • Presentation of content standards occurs at the students' instructional level(s) and in ways that are clear and meaningful. • Use of a variety of communication supports (e.g., augmentative communication, visual system) to assist students in building social and academic language. • IEP paperwork completed and compliant with Federal, state, and district timelines. • IEP paperwork contains all necessary components (e.g., eligibility attachments, IEP progress).

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Are opportunities created to develop content language as a part of instruction? • Is there a clear reason and purpose for activities?	• Posted learning targets and standards for activities. • Posted components of critical elements.

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 5: Overall

DNM	DP	PR	E

	Does Not Meet (DNM)	Developing Proficiency (DP)	Proficient (PR)	Exceeds (E)
5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.	Does not design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	While not always effective, attempts to design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Designs learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Embeds interdisciplinary connections within curriculum, allowing students to independently relate these connections to key concepts and underlying themes.
5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.	Does not encourage students' formation of independent ideas and creative approaches.	Applies strategies that may allow students to form independent ideas and creative approaches that are sometimes connected to relevant content.	Applies strategies that facilitate students' formation of independent ideas and creative approaches that are connected to relevant content.	Creates an environment that regularly encourages students' formation of independent ideas and creative approaches.

Guiding Questions	Evidence Examples
• How is content made "real" to students as they reach the level of application? • Are students' literacy skills supported by instruction which allows them to access and demonstrate understanding of the content area? • What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively? • Are activities used to allow students to demonstrate the ability to apply content?	• Use of multiple activity formats which allow students to communicate critically and creatively in the content area (e.g., speeches, debates, written work) • Application of the Newberg Literacy Model and associated strategies to encourage literacy development across curriculum and ensure access to content • Inquiry methods which are purposefully chosen to connect with real-world application and involve other disciplines.

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Are students applying their content knowledge in performance? • Do students' music literacy skills allow them to access and demonstrate understanding of the content area? • Do methods used bring students to a level of understanding which allows them to think critically and creatively? • Are activities used that allow students to demonstrate the ability to apply content? • Do students use music literacy skills to access and demonstrate knowledge of the content area?	• Conducts interesting and well-paced classes using a variety of instrumental and/or vocal techniques. • Use of multiple activity formats which allow students to communicate critically and creatively in the content area (e.g. solos, ensemble, sight reading, rehearsal, performance, composition, improvisation, analysis). • Application of the Newberg Literacy Model and appropriate strategies to encourage literacy development across curriculum and ensure access to content. • Inquiry methods which are purposefully chosen to connect with content application and involve other disciplines.

Special Education Guiding Questions and Evidence

Guiding Questions	Evidence
• How is content made "real" to students as they reach the level of application? • Are students' literacy skills supported by instruction which allows them to access and demonstrate understanding of the content area? • What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively? • Are activities used to allow students to demonstrate the ability to apply content?	• Use of multiple activity formats which allow students to communicate critically and creatively in the content area (e.g., speeches, written work, varied communication systems - visual, augmentative communication) • Application of the Newberg Literacy Model and associated strategies to encourage literacy development at the students' instructional level • Activities which are purposefully chosen to connect with real-world content application at the students' instructional level • Modifications and adaptations of materials used in the classroom to help with application of content (e.g., built up spoons, visual schedules, assistive technology, therapy balls)

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Are students taught to solve problems in age-appropriate ways? • Are students encouraged to create their own games and activities? • Do students participate in managing activities? • Are students encouraged to participate in physical activity outside of the physical education class? • Are activities designed to incorporate local and global events?	• Use of multiple activity formats which allow students to demonstrate skills in content area • Intramural activities • Extracurricular activity clubs. • Photos and/or video of students performing activities/skills • Posted global discussion ideas/questions • Student log of physical activity.

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making.

Standard 6: Overall

DNM	DP	PR	E

	Does Not Meet (DNM)	Developing Proficiency (DP)	Proficient (PR)	Exceeds (E)
6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.	Assessments are not aligned with learning objectives and/ or do not enable students to demonstrate their learning.	Constructs and/or selects formative and summative assessments that sometimes do not align with learning objectives, and may use limited measures for learners to demonstrate what they know.	Constructs and/or selects formative and summative assessments that align with learning objectives and use multiple measures for learners to demonstrate what they know.	Constructs and/or selects assessments that clearly inform students of their progress and encourage them to take responsibility for their learning by showing an understanding of where they are and their next steps for learning.
6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.	Uses assessment solely as a means to determine a grade and/or neither examines assessment data independently nor with colleagues to inform instructional decisions.	Documents, analyzes, and interprets limited student assessment data independently and with colleagues, and/or assessment data is sometimes used to identify student learning needs.	Documents, analyzes, and interprets a variety of student assessment data, independently and with colleagues, to identify individual student learning needs, trends, and patterns among groups of students to inform instruction.	Documents, analyzes, and interprets a variety of student assessment data, independently and with colleagues, resulting in a continuous feedback loop of effective assessment informing effective instruction.

Guiding Questions	Evidence Examples
• Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study? • Is assessment data reviewed, both individually and in collaboration with others (such as a team or PLC), to differentiate future instruction? • Do students receive timely and effective feedback to guides their academic progress?	• Data notebooks with formative and summative assessment results • Work samples scored with team input to ensure inter-rater reliability • Differentiation in analysis of student work with consideration of special needs of students • Conferences with students to discuss academic goals and growth plans

Standard 6: Assessment (Continued)

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making.

Standard 6: Overall

DNM	DP	PR	E

	Does Not Meet (DNM)	Developing Proficiency (DP)	Proficient (PR)	Exceeds (E)
6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.	Performance standards are not provided to students. Rarely provides models or guidance for students to improve the quality of their work.	Sometimes provides performance standards for student work and/or standards may lack specific expectations. Sometimes provides models and guides students in methods for improving the quality of their work.	Provides explicit performance standards for student work. Provides models and guides students in methods for improving the quality of their work.	Models and facilitates processes that involve students in examining and assessing their work products, both individually and collectively, using clearly defined performance standards. Allocates time to provide specific descriptive feedback to individual learners.

Guiding Questions	Evidence Examples
• Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study? • Is assessment data reviewed, both individually and in collaboration with others (such as a team or PLC), to differentiate future instruction? • Do students receive timely and effective feedback to guides their academic progress?	• Data notebooks with formative and summative assessment results • Work samples scored with team input to ensure inter-rater reliability • Differentiation in analysis of student work with consideration of special needs of students • Conferences with students to discuss academic goals and growth plans

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making.

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence
Note: Due to lack of common time and staffing, many music educators do not have the opportunity to collaborate and share data at this time. • Are students allowed to demonstrate skills and knowledge in a variety of assessment formats? • Are students exposed to a variety of assessment strategies? • Is assessment being reviewed both individually and in collaboration with others (such as a team or PLC), to differentiate future instruction where possible? • Do students receive timely and effective verbal and/or written feedback to guide their musical progress? • Does the teacher have the ability to diagnose students' musical deficiencies?	• Portfolios, recordings of performances, printed programs. • Conferences with students/groups to discuss goals and growth plans. • Comments from adjudicated performances. • Student or ensemble demonstrations of improvement based on verbal feedback.

Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study? • Is assessment data reviewed, both individually and in collaboration with others (such as IEP teams, instructional team, or PLC), to differentiate future instruction? • Do students receive timely and effective feedback to guides their academic progress? • Is there evidence of a data collection system?	• Data notebooks with formative and summative assessment results • Work samples scored with team input to ensure inter-rater reliability • Differentiation in analysis of student work with consideration of special needs of students • Conferences with students to discuss academic goals, IEP goals, and growth plans • Documentation of modifications and/or accommodations individualized to student needs

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making.

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Do students receive timely and effective feedback to guide their learning? • Are activities modified based on students' demonstration of skills? • Are students given opportunities to be assessed on skills during a variety of activities? • Is confidential assessment data kept confidential? • Are methods of assessment clear and measurable?	• Critical elements scored with team input to ensure inter-rater reliability • Performances • Conferences with students to discuss fitness/skill goals and growth plans • Differentiation in analysis of student skills with consideration of special needs of • students

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 7: Overall

DNM	DP	PR	E

	Does Not Meet (DNM)	Developing Proficiency (DP)	Proficient (PR)	Exceeds (E)
7.1 Designs learning experiences aligned to curriculum standards and student needs.	Demonstrates minimal evidence of planning aligned to content standards and student needs.	While not always effective, attempts to create short- and long-term plans which may be aligned to content standards. Attempts to integrate student learning needs, goals, and learning activities into plans.	Creates short- and long-term plans aligned to content standards. Plans integrate student learning needs, goals, and learning activities.	Plans reflect understanding of prerequisite relationship between content standards. Teacher anticipates student misconceptions and addresses them before proceeding.
7.2 Evaluates and adjusts plans based on student outcomes.	Does not evaluate or customize instructional plans based upon student outcomes.	Sometimes customizes instructional plans based upon assessment data. Sometimes responds to student outcomes by tailoring instruction and strategies to assessed student needs.	Customizes instructional plans based upon ongoing assessment data. Responds to student outcomes by tailoring instruction and strategies to assessed student needs.	Anticipates and plans for a wide range of adaptations to lessons based on analysis of individual student outcomes. Engages with students to identify adjustments in instruction that best meet their learning needs.

Guiding Questions	Evidence Examples
• Do planned lessons assist students in meeting learning goals and relevant standards of proficiency? • Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs? • Is data from team meetings used to inform instructional plans? • Is student achievement data used to differentiate instruction?	• Notes from team meetings • Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language • Lesson plans which reflect accommodations for individual student needs • Plans for units of study which support adjustment based upon observed student outcomes

Standard 7: Planning for Instruction (Continued)

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 7: Overall

DNM	DP	PR	E

	Does Not Meet (DNM)	Developing Proficiency (DP)	Proficient (PR)	Exceeds (E)
7.3 Plans collaboratively with colleagues and/ or specialists to design instruction to meet unique learning needs.	Does not access colleagues and/or specialists for collaborative planning.	Consultation with colleagues and/or specialists sometimes influences the design of instruction to address unique learning needs.	Collaborates with colleagues and/or specialists to design instruction that addresses unique learning needs.	Anticipates unique student needs and collaborates with colleagues and/or specialists to proactively address them.

Guiding Questions	Evidence Examples
• Do planned lessons assist students in meeting learning goals and relevant standards of proficiency? • Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs? • Is data from team meetings used to inform instructional plans? • Is student achievement data used to differentiate instruction?	• Notes from team meetings • Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language • Lesson plans which reflect accommodations for individual student needs • Plans for units of study which support adjustment based upon observed student outcomes

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Do planned lessons assist students in meeting learning goals and relevant standards? • Are colleagues and/or specialists involved in planning for the instruction of students with unique learning needs? • Is student performance used to differentiate instruction? • Does teacher demonstrate knowledge of the musical score? • Does teacher plan comprehensive performance cycles? • Does teacher select appropriate literature • Do planned lessons show alignment with state and/or national standards? • Do planned lessons include activities that show knowledge of other content areas? • Do planned lessons demonstrate knowledge of scope and sequence for music?	• Notes from rehearsals and/or music class. • Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language. • Lesson plans which reflect accommodations for individual student needs. • Plans for instruction based on observed student outcomes. • Annotated scores. • Concert programs. • Selects and requisitions required music, equipment, and supplies.

Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Do planned lessons assist students in meeting learning goals and relevant standards of proficiency? • Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs? • Is data from collaborative meetings used to inform instructional plans? • Is student achievement data used to differentiate instruction?	• Notes from team meetings • Clearly posted and/or communicated instructional targets/goals which refer to standards (at the students' instructional level) in a student-friendly format • Lesson plans which reflect accommodations for individual student needs • Plans for units of study which support adjustment based upon observed student outcomes • Plans for expanded curriculum, such as functional life skills and communication skills (when needed).

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Are notes and data from physical education PLC meetings used to inform instructional plans? • Do planned lessons show alignment with state and/or national standards? • Do planned lessons include activities that show knowledge of other content areas? • Do planned lessons demonstrate knowledge of scope and sequence for phys ed?	• Photos and/or videos of lessons • Rules or expectations of cross-disciplinary activities • Notes from physical education PLC meetings

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 8: Overall

DNM	DP	PR	E

	Does Not Meet (DNM)	Developing Proficiency (DP)	Proficient (PR)	Exceeds (E)
8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)	Utilizes only a teacher-directed instructional approach.	Beginning to integrate role variation, but relies primarily on direct instruction.	Varies role between instructor, facilitator, guide, and audience. Considers learners' needs and instructional goals in determining appropriate instructional role.	Integrates a variety of roles for all members of the classroom community, so students become both teachers and learners.
8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.	Does not incorporate or ineffectively incorporates available media and technology in support of content and skill development.	Moderately effective at incorporating available media and technology and/or support of content and skill development is not always clear.	Incorporates available media and technology that supports content and skill development.	Seeks out new and/or innovative ways to integrate available media and technology to support content and skill development.

Guiding Questions	Evidence Examples
• Are varied roles used (at appropriate times) during the instructional process? • Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction? • Do students receive encouragement in applying various levels of questioning and problem-solving strategies? • Is collaboration in inquiry and problem-solving encouraged among students?	• Work samples • Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners) • Use of varied grouping strategies (e.g., individual, small group, and whole group) • Observation of student engagement

Standard 8: Instructional Strategies (Continued)

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 8: Overall

DNM	DP	PR	E

	Does Not Meet (DNM)	Developing Proficiency (DP)	Proficient (PR)	Exceeds (E)
8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and appropriate technology.	Rarely uses instructional strategies which provide opportunities for students to communicate.	Sometimes uses instructional strategies which provide opportunities for students to communicate. May not allow for a variety of methods for communicating to various audiences.	Uses instructional strategies which provide regular opportunities for students to develop and use a variety of methods for communicating to various audiences.	Uses instructional strategies to create an interactive environment where students independently select and use a variety of communication modes.
8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.	Does not use questioning strategies to stimulate discussion that enhances student learning.	While not always effective, attempts to use questioning strategies to stimulate discussion that enhances student learning.	Uses questioning strategies to stimulate discussion that enhances student learning.	Flexibly uses questioning strategies, based on in-the-moment analysis of student understanding, to stimulate discussion and move students forward in their learning.

Guiding Questions

- Are varied roles used (at appropriate times) during the instructional process?
- Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction?
- Do students receive encouragement in applying various levels of questioning and problem-solving strategies?
- Is collaboration in inquiry and problem-solving encouraged among students?

Evidence Examples

- Work samples
- Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners)
- Use of varied grouping strategies (e.g., individual, small group, and whole group)
- Observation of student engagement

Standard 8: Instructional Strategies (Continued)

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 8: Overall

DNM	DP	PR	E

	Does Not Meet (DNM)	Developing Proficiency (DP)	Proficient (PR)	Exceeds (E)
8.5 Engages all learners in developing higher order thinking skills and metacognitive processes.	Does not use teaching strategies to develop higher order thinking skills or metacognitive processes.	Uses a limited number of strategies that are sometimes effective at developing higher order thinking skills and metacognitive processes for all learners.	Uses various strategies to engage all learners in developing higher order thinking skills and metacognitive processes.	Creates a classroom culture where students use higher order thinking skills and metacognitive processes, both independently and with others, as a natural part of the learning process.

Guiding Questions	Evidence Examples
• Are varied roles used (at appropriate times) during the instructional process? • Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction? • Do students receive encouragement in applying various levels of questioning and problem-solving strategies? • Is collaboration in inquiry and problem-solving encouraged among students?	• Work samples • Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners) • Use of varied grouping strategies (e.g., individual, small group, and whole group) • Observation of student engagement

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Are varied roles used (at appropriate times) during the instructional process? • Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction? • Do students receive encouragement in applying various levels of questioning and problem-solving strategies? • Is collaboration in inquiry and problem-solving encouraged among students?	• Works samples. • Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners). • Use of varied grouping strategies (e.g. individual, small group, ensemble, and whole class). • Observations of student engagement.

Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Are varied roles used (at appropriate times) during the instructional process? • Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction? • Do students receive encouragement in applying various levels of questioning or problem-solving strategies? • Is collaboration in inquiry and problem-solving encouraged among students? • Does the teacher implement strategies that foster student engagement?	• Work samples • Lesson plans that demonstrate a variety of instructional strategies (as appropriate to the content and learners) • Use of varied grouping strategies (e.g., individual, small group, and whole group) • Observation of student engagement • List of instructional strategies implemented and their outcomes • Use of varied communication modalities to facilitate participation in discussion

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Are appropriate tools and/or available equipment utilized to enhance and support inquiry and instruction? • Are students encouraged to participate in and lead activities independently?	• Student-created games and activities. • Games and activities are transitioned from classroom to recreational times. • Students teaching games and activities.

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 9: Overall

DNM	DP	PR	E

	Does Not Meet (DNM)	Developing Proficiency (DP)	Proficient (PR)	Exceeds (E)
9.1 Engages in ongoing learning opportunities.	Does not engages in professional learning opportunities.	Engages in professional learning opportunities.	Engages in professional learning opportunities and based on self-assessment determines appropriate implementation of new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others.
9.2 Demonstrates understanding of legal and ethical rights and responsibilities.	No understanding of federal, state, and district regulations and policies.	Demonstrates a pattern of limited understanding of federal, state, and district regulations and policies.	Demonstrates an understanding and complies regularly with federal, state, and district regulations and policies.	Demonstrates an understanding of the larger context of public education policy of changing laws and ethical standards.

Guiding Questions	Evidence Examples
• Are strengths and areas for growth identified during self-assessment? • Are student outcomes or performance data used during self-assessment? • Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth? • Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements	• Professional Growth Goals • Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals • Active participation in team, PLC, school, and district professional development and other meetings • Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• No changes/additions.	• Professional Growth Goals. • Self-Assessment rubrics with documented reflection and relevance to Professional Growth Goals. • Active participation in team, school, PLC, music festivals, music conferences/ workshops, and other meetings. • Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities.

Special Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Are strengths and areas for growth identified during self-assessment? • Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth? • Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements?	• Professional Growth Goals • Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals • Active participation in team, school, PLC, Job Alike, and other meetings • Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities • Participation in professional development which relates to current student needs • Current with required trainings (e.g., Mandt, first aid, medication administration)

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• No changes/additions.	• No changes/additions.

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 10: Overall

DNM	DP	PR	E

	Does Not Meet (DNM)	Developing Proficiency (DP)	Proficient (PR)	Exceeds (E)
10.1 Takes an active role on an instructional team.	Does not collaborate in planning curriculum, coordinating resources, and solving problems.	Demonstrates inconsistent pattern of collaborating in planning curriculum, coordinating resources, and solving problems.	Demonstrates consistent pattern of collaborating in planning curriculum, coordinating resources, and solving problems.	Initiates opportunities for staff collaboration to plan curriculum, coordinate resources, and solve problems.
10.2 Works collaboratively with students and families.	Does not use resources to communicate with students and families.	Irregularly uses resources to communicate with students and families.	Regularly uses resources to communicate with students and families.	Uses interactive communication to foster a culture in which students know how to advocate for and articulate their learning needs in order to improve their achievement.

Guiding Questions	Evidence Examples
• Is there evidence of collaborative work with team members and/or the entire school to advance student learning? • Are opportunities to lead in student learning and development sought? • Are students, families, and other community resources encouraged to collaborate and be involved in learner development?	• Documentation of communication with families on student needs • Engagement in team and school meetings • Assumption of leadership roles at school, community (school-related), or district level • Guiding and collaborating with peers in advancing school goals • Modeling best practices or providing staff development for peer

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Music Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• Is there evidence of collaboration with school, area, program, and District colleagues to advance student learning? • Are opportunities sought to advance music teaching and learning? • Are students, families, and other community resources encouraged to collaborate in learner development?	• Documentation of communication with families on student needs. • Engagement in meetings (group, area, parent) to promote program goals. • Assumption of leadership roles at school, community (school-related), or District level. • Guiding and collaborating with peers in advancing school/program goals. • Modeling best practice or providing staff development for peers. • Preside and/or present at conferences. • Documentation of collaboration among colleagues.

Special Education Guiding Questions and Evidence

Guiding Questions	Evidence
• Is there evidence of collaborative work with team members and/or the entire school to advance student learning? • Are opportunities to lead in student learning and development sought? • Are students, families, and other community resources encouraged to collaborate and be involved in learner development? • Does teacher work with related services to design, implement, and evaluate instructional plans for students with disabilities? • Does teacher provide consultation and/or support for school personnel? • Does teacher collaborate with the school staff and family to facilitate student participation in the least restrictive environment?	• Documentation of communication with families on student needs • Engagement in team and school meetings • Assumption of leadership roles at school, community (school-related), or district level • Guiding and collaborating with peers in advancing school goals • Modeling best practices or providing staff development for peers • Coordination and management of the classroom-based educational team

Physical Education Guiding Questions and Evidence Examples

Guiding Questions	Evidence
• No changes/additions.	• No changes/additions.

Sample Forms

MINI-OBSERVATION ADMIN RECORDING TOOL

OCT	Day	Comments	Feedback Given
Ex: Smith, Sally			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐

Professional Growth and Performance Evaluation Tracking Ideas for Mini-Observations

(One sheet per observation cycle)

Exhibit 4.1
Mini-Observation Notes

MINI-OBSERVATIONS 2009-2010 FROM: November 10th TO: November

	Elizabeth Abidi	
✓	Sylvia Alcock	Tues. Nov. 11 - Going over worksheet, low participation, doing too much for them.
	Kwame Amoah	
	Sonia Astrid	
	Monica Avila	
✓	Angela Bailey	Mon. Nov. 10 - Worksheet on African climate and natural resources. Rigor level?
	Constance Bartlett	
	Mark Bonner	
	Alice Buchner	
	Natalie Chan	
	Denise Colombo	Tues. Nov. 11 - Cooperative groups doing science exp. on levers, clear roles. Great!
	Henry Cueva	
	Frank Cupido	
	Raymond Garcia	
	Jeff Gold	
	Brian Gottlieb	
✓	Sartreina Harvey	Mon. Nov. 10 - Spelling words copied from board, dictionary. More individualization?
	Kathleen Hennessy	
	Lada Jaworski	
	Kelly Jones	
	Andrew Kelsey	
	Adrienne Kinsey	
	Joshua Koren	
	Marc Leopoldo	
✓	Lynn Liu	Mon. Nov. 10 - Circle discussion of HR3 story. Lots of eagerness, participation, praise
	Tyson Matsumoto	Tues. Nov. 11 - Read aloud of Shrigna Nana - animated. Kids too passive. Method?
	Katherine May	
	Jacqueline Maynard	
	Matthew Ong	
	Agnes O'nias	
	Jo Phan	
	Michael Priest	
	Sebastien Renard	
	Glea Riss	
	Misha Roth	Tues. Nov. 11 - Social studies big book on weather, lots of participation, good questions
✓	Deepak Shah	Tues. Nov. 11 - Hands-on money lesson - bills, rains, making change - real-world!
	Naomi Simon	
	Ginger Sims	
	Robert Singleton	
	Katarina Smirnova	
	Jessica Wolk	
✓	Kathy Zimmer	Mon. Nov. 10 - Round-robin reading, very human-driven. Gotta develop alternatives!

Mini-Observation Reflection

Teacher: Date:

Observer: Time of Observation: _____

_____

I noticed:	I wondered about:
Support/Resources Needed:	Next Steps:

Teacher Self Reflection

Teacher Name:_____ Supervisor: _____ Assignment:_____

DNM = Does Not Meet **DP** = Developing Proficiency **PR** = Proficient **E** = Exceeds

Evaluation made through classroom observations	DNM	DP	PR	E
Standard 1: Learner Development *The teacher understands how learners grow and develop, recognizing that patterns of learning and developing vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*				
1.1 Demonstrates an understanding of how children/adolescents learn and develop.				
1.2 Designs and implements developmentally appropriate instruction.				
Reflection:				
Standard 2: Learning Differences *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*				
2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs.				
2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.				
Reflection:				
Standard 3: Learning Environments *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*				
3.1 Organizes, allocates, and manages available resources of time, space, and attention to actively and equitably engage learners.				
3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.				
3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.				
Reflection:				
Standard 4: Content Knowledge *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*				
4.1 Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) s/he teaches.				
4.2 Integrates culturally relevant content to build on learner's cultural/diverse background knowledge.				

DNM = Does Not Meet **DP** = Developing Proficiency **PR** = Proficient **E** = Exceeds

Evaluation made through classroom observations	DNM	DP	PR	E
Standard 4: Content Knowledge (continued) *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*				
4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.				
Reflection:				
Standard 5: Application of Content *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*				
5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.				
5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.				
Reflection:				
Standard 6: Assessment *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*				
6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.				
6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.				
6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.				
Reflection:				
Standard 7: Planning for Instruction *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*				
7.1 Designs learning experiences aligned to curriculum standards and student needs.				
7.2 Evaluates and adjusts plans based on student outcomes.				
7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.				
Reflection:				

DNM = Does Not Meet **DP** = Developing Proficiency **PR** = Proficient **E** = Exceeds

Evaluation made through classroom observations	DNM	DP	PR	E
Standard 8: Instructional Strategies *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.*				
8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience).				
8.2 Understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.				
8.3 Uses a variety of instructional strategies to support and expand leaners' communication with various audiences through speaking, listening, reading, writing, and appropriate technology.				
8.4 Poses questions to stimulate discussion that serves different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.				
8.5 Engages all learners in developing higher order thinking skills and metacognitive processes.				
Reflection:				
Standard 9: Professional Learning and Ethical Practices *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*				
9.1 Engages in ongoing learning opportunities.				
9.2 Demonstrates understanding of legal and ethical rights and responsibilities.				
Reflection:				
Standard 10: Leadership and Collaboration *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*				
10.1 Takes an active role on the instructional team.				
10.2 Works collaboratively with students and families.				
Reflection:				

Goal-Setting/Professional Development Form

Teacher: _____ Position: _____
Administrator: _____ School: _____

Initial Conference	**Content:** • The goal involves grade/subject/level?	
	Context: • What are the characteristics or special learning circumstances of the students? • What are the student demographics?	
	Baseline Data: • Describe the learning needs of the students? • List the assessments or evidence sources I will use. • Attach supporting data.	
	Strategies for Improvement: • Identify the methodology and professional practice strategies.	

	Goal Statement:
	• SMART Goal criteria formulate the goal.
	  • **Category 1:** State or National Standardized Test (required for Math and Reading teachers)
	  • **Category 2:** Common national, international, regional, district-developed measures
	  • **Category 3:** Classroom-based or school-wide measures
		Goal 1:
		
		Goal 2:

	Professional Growth to Support Goals: • What professional development will help accomplish my goals? • How has my self-reflection and assessment based on NSD Standards, informed this goals? • How might I team with colleagues to successfully achieve my goals?	
	Resources and Support: • What resources and support do I need to meet my Professional Growth Goals?	
Teacher Signature: Date:		Administrator Signature: Date:

Mid-Year Review	**Collaborative Mid-Year Goal Review:** • What progress has been made? • Please reflect on both goals. • Attach supporting data.	
	Strategy Modification: • What adjustments need to be made to my strategies?	
	Resources and Support: • What resources and support do I need to meet my Professional Growth Goal?	
What has contributed to your progress with your goal?		
What are barriers have you encountered?		
Teacher Signature: Date:		Administrator Signature: Date:

Summative Conference	**End-of Year Data:** • How does the data support progress toward or achievement of your goal? • Attach data	
	Reflections on Results: • Overall, what worked or what should be refined?	
	Professional Growth Plan: • How can I use these results to support my professional growth?	
If you met your goals, what contributed to your success?		
If you did not meet your goals, what are barriers to your success?		
Or what are you most proud of when you look back at the academic year?		
What are possible areas for growth in the upcoming year?		
Teacher Signature: Date:		Administrator Signature: Date:

Professional Growth: Projects/Strategies/Activities

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

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

Action Research Project

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

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

Suggestions: The major components of action research include

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

Book Study

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

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

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

Professional Growth: Projects/Strategies/Activities – continued

Curriculum Audit

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

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

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

Curriculum Development

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

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

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

Graduate Coursework

Definition: Graduate coursework includes classes taken to obtain a master's degree, further your learning, or obtain an additional teaching endorsement.

Example: A teacher would like to add a reading endorsement to his/her teaching license and enrolls in a university to obtain this endorsement. Realizing this may be a several year project, he/she embarks on a multi-year journey. In addition to campus-based courses, there are now a variety of high-quality online courses that can be taken. Online courses provide the flexibility of learning without having to travel, and being able to learn on one's own time schedule.

Suggestions: When taking courses, teachers need to be sure to share their knowledge with colleagues and supervisors. Graduate coursework can be extremely stimulating—especially when knowledge is shared with others and applied in classrooms. Teachers need pre-approval from an administrator prior to registering for classes to receive tuition reimbursement.

Professional Growth: Projects/Strategies/Activities - continued

National Board Certification

Definition: National Board Certification is a voluntary certification in which teachers demonstrate mastery of 5 core propositions of accomplished teaching in a 4-part portfolio and a 4-hour assessment. The portfolio includes 1 classroom-based entry including the analysis of student work, 2 classroom-based entries including video recordings of interactions between teacher and student and the specific analysis, and one documented accomplishments entry providing evidence of accomplishments and activities outside the classroom. All parts of the portfolio must demonstrate impact on student learning. A teacher must be in his/her 4th year of full-time teaching to begin the process. Achieving certification makes a teacher who also holds a master's degree eligible for a 5-year continuing teaching license.

Example: A teacher may complete the portfolio working alone. Working with a cohort group and a trained facilitator generally results in an enhanced learning experience.

Take One!
Take One! is one completed entry from the National Board Process. The score may be banked and used the following year in pursuit of full certification.

Example: This work may be completed by a single teacher of a group working with a facilitator.

National Board Certification for Principals is being piloted during 2013 and will be available soon for all principals.

Peer Mentoring: Providing Support to/with Colleagues

Definition: Peer mentoring is a powerful model to support teaching and learning. Peer mentoring under this definition implies a mutual relationship between peers that involves observing each other in the classroom while using the evaluation rubric, having conversations about what was observed, and making improvements based upon the conversations.

Example: Three teachers attend a Jo Robinson training and would like to see how effectively they are implementing the new strategies. They decide to meet once a month to talk about curriculum development and agree to observe each other once a month.

Suggestions: Peer mentoring under this model is completely informal. It is up to the teachers to arrange all of their interactions. It is important to have prior support of one's administrator for this professional growth activity.

Portfolio: Collection of Evidence

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

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

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

Professional Growth: Projects/Strategies/Activities – continued

Professional Development, Activities, Workshops, and Conferences

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

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

Technology

Definition: Any new technology (i.e., computer software, hardware, curriculum, or equipment) can fall into this category. Using new technology to improve student performance is definitely a learning process and many teachers have embarked on technology projects with great success.

Example: A teacher attends trainings and workshops in order to use the SMART Board more effectively to Improve student performance. He/she then facilitates monthly staff trainings to share the knowledge gained.

Suggestions: Teachers should pick a technology about which they are excited or that they know other teachers have used successfully. All new technology innovations require training and time to implement. It may look cool and flashy, but there is a lot of hard work associated with any new technology. Teachers should have the interest, passion, and support necessary before embarking on a technology project. Many of them require additional funds which should be secured before the project is initiated.

Videotape Analysis

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

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

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

Other

Teachers can create their own options for professional growth. The experience should be personally RELEVANT and MEANINGFUL.

NEWBERG PUBLIC SCHOOLS
INSPIRE. INNOVATE. SUCCEED.

NEWBERG PUBLIC SCHOOLS | *Teaching and Learning Since 1846*

Yearly Evaluation Form

Teacher Name:_____ Supervisor: _____ Assignment:_____

DNM = Does Not Meet **DP** = Developing Proficiency **PR** = Proficient **E** = Exceeds

Evaluation made through classroom observations	DNM	DP	PR	E
Standard 1: Learner Development *The teacher understands how learners grow and develop, recognizing that patterns of learning and developing vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*				
1.1 Demonstrates an understanding of how children/adolescents learn and develop.				
1.2 Designs and implements developmentally appropriate instruction.				
Comments:				
Standard 2: Learning Differences *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*				
2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs.				
2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.				
Comments:				
Standard 3: Learning Environments *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*				
3.1 Organizes, allocates, and manages available resources of time, space, and attention to actively and equitably engage learners.				
3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.				
3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.				
Comments:				
Standard 4: Content Knowledge *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*				
4.1 Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) s/he teaches.				

DNM = Does Not Meet **DP** = Developing Proficiency **PR** = Proficient **E** = Exceeds

Evaluation made through classroom observations	DNM	DP	PR	E
Standard 4: Content Knowledge (continued) *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*				
4.2 Integrates culturally relevant content to build on learner's cultural/diverse background knowledge.				
4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.				
Comments:				
Standard 5: Application of Content *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*				
5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.				
5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.				
Comments:				
Standard 6: Assessment *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*				
6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.				
6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.				
6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.				
Comments:				
Standard 7: Planning for Instruction *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*				
7.1 Designs learning experiences aligned to curriculum standards and student needs.				
7.2 Evaluates and adjusts plans based on student outcomes.				
7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.				
Comments:				

DNM = Does Not Meet **DP** = Developing Proficiency **PR** = Proficient **E** = Exceeds

Evaluation made through classroom observations	DNM	DP	PR	E
Standard 8: Instructional Strategies *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.*				
8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience).				
8.2 Understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.				
8.3 Uses a variety of instructional strategies to support and expand leaners' communication with various audiences through speaking, listening, reading, writing, and appropriate technology.				
8.4 Poses questions to stimulate discussion that serves different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.				
8.5 Engages all learners in developing higher order thinking skills and metacognitive processes.				
Comments:				
Standard 9: Professional Learning and Ethical Practices *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*				
9.1 Engages in ongoing learning opportunities.				
9.2 Demonstrates understanding of legal and ethical rights and responsibilities.				
Comments:				
Standard 10: Leadership and Collaboration *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*				
10.1 Takes an active role on the instructional team.				
10.2 Works collaboratively with students and families.				
Comments:				

Glossary of Terms

Professional Growth and Performance Evaluation Manual

Contract Teacher: Any teacher who has successfully completed three years as a probationary teacher in Newberg Schools.

Differentiation: Adapting instruction to individual learning needs.

Domain: Six (6) broad categories containing the 28 standards for teaching effectiveness.

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

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

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

Growth Cycle: Contract teachers participate in the growth cycle. By October 15, teachers will submit their Professional Growth Plan to their supervisors. A yearly reflection meeting with their supervisors should be completed by June 1.

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

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

Learning Goals: A long-term learning target (i.e., state standard or power standard). An end result of instruction.

Learning Objectives: Specific measurable activities or pedagogy for accomplishing a learning goal.

Mini-observations: The mini-observations are numerous, short, unannounced classroom visits to see representative slices of teaching, give ongoing and credible feedback to teachers.

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

- **Does Not Meet**: The performance is unacceptable and must improve significantly.
- **Developing Proficiency**: The performance is satisfactory, but there are specific areas that can be improved.
- **Proficient Relative**: The performance is strong, and there are no apparent weaknesses
- **Exceeds**: The teacher's skills in this content area are in the top 10% of their field and can serve as a model and example to other teachers. There must be significant evidence for a teacher to be ranked highly effective on a teaching standard.

Performance Evaluation: A conference to review mini and formal observation data in the context of the Newberg Schools performance evaluation rubric.

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

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

Probationary Teacher: Any teacher in their first three (3) years of teaching in any Newberg school.

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

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

Repertoire: A variety of instructional techniques or methods.

Standard: Performance criteria used by teachers to set goals and used by supervisors to evaluate or review teacher effectiveness. These 28 standards represent Newberg Schools' criteria of effective teaching.

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

Yearly Reflection Meeting: A meeting between a teacher and supervisor, held by June 1 for the purpose of reflecting on and evaluating the teacher's progress. Prior to this meeting, the teacher completes the Yearly Evaluation Form and submits to their supervisor. At the meeting:

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