

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
February 11, 2013

Board Auditorium

Blanchard Education Service Center
501 North Dixon Street
Portland, Oregon 97227

***Note:** Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.*

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.

This meeting may be taped and televised by the media.

STUDY SESSION AGENDA

1. **PUBLIC COMMENT ON JEFFERSON ENROLLMENT BALANCING** 6:00 pm
2. **JEFFERSON ENROLLMENT BALANCING** 6:45 pm
3. **DISTRICT COUNCIL UNION CONTRACT AGREEMENT** 7:45 pm
4. **PERFORMANCE MANAGEMENT UPDATE** 7:55 pm
5. **BUDGET DISCUSSION** 8:55 pm
6. **ADJOURN** 9:40 pm

The next meeting of the Board will be a Regular Meeting held on **Monday, February 25, 2013, at 6:00 pm** in the Board Auditorium at the Blanchard Education Service Center.

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation.



PORTLAND PUBLIC SCHOOLS

Human Resources

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MEMORANDUM

TO: BOARD OF EDUCATION
FROM: BROCK A LOGAN, DIRECTOR OF LABOR RELATIONS
SUBJECT: TENTATIVE AGREEMENT
DISTRICT COUNCIL UNIONS (DCU)
DATE: 1/31/2013

2012 – 2014 TENTATIVE AGREEMENT SUMMARY

Portland Public Schools (the District) and the District Council Unions (DCU) have reached tentative agreement on a contract for calendar years 2013 and 2014. The substantive terms of the Agreement, consistent with the terms of the Staff Report and recommendation provided to the Board in November, are outlined below.

1. Wages

2012 - 2013, 1.5% across-the-board salary increase July 1, 2013, additional wage adjustments (based on certification and/or additional responsibilities) for specified classifications.

2013 – 2014, 1.5% across-the-board salary increase July 1, 2014.

The salary cost over the term of the Agreement is approximately \$466,000.

2. Insurance (Article 17)

2012 – 2013, District contribution increase of \$50 to \$1026 per employee per month effective October 1, 2012.

2013 – 2014, District contribution increase of \$50 to \$1076 per employee per month effective October 1, 2013.

Article 17 may be reopened, at the DCU's discretion, if the District provides a higher premium contribution to SEIU, PFSP, ATU or non-represented employees during the life of this Agreement.

3. Other Provisions

Temporary Employees and Return from Leave, the contract clarifies that the definition of "temporary employee" includes an employee hired to replace a regular employee on an approved leave of absence or an absence due to an on-the-job injury, and extends from 6 to 12 months the period of time that an employee retains a right to return to their position, or comparable one, following an approved leave of absence.



PORTLAND PUBLIC SCHOOLS

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Carole Smith
Superintendent

OFFICE OF THE SUPERINTENDENT

MEMORANDUM

TO: Board of Education

FROM: Carole Smith, Superintendent

CC: Sean Murray, Chief Human Resource Officer
Jollee Patterson, General Counsel

DATE: November 8, 2012

RE: Staff Report and Recommendation regarding DCU Negotiations

The staff report presented here recommends authorizing the Director of Labor Relations to tentatively agree to a conditional offer from the unions of the DCU on a successor Agreement to the current contract. If authorized, the full contract would have to be ratified by the union's members and would then come before the Board as a formal resolution. I agree with the recommendation from staff.



STAFF REPORT

ISSUE: This report addresses the outcome of bargaining with the DCU immediately following the October 29 executive session on labor negotiations and the current status of those negotiations.

BACKGROUND: The current contract between the District and the DCU expires on December 31, 2012. The parties have been in negotiations for a successor Agreement since May 2012 and have reached tentative agreement on most subjects.

The authority initially granted by the Board was for no additional contract cost in the current year and approximately 2.5% in the second year of the contract. Based on the authority granted by the Board on October 29, the District floated a "what if" supposal to resolve the contract, offering wage adjustments to specified classifications (based primarily on certifications and/or the assignment of additional responsibilities), and 1.25% across-the-board wage increases effective July 1, 2013 and July 1, 2014. This effectively maintained the costs within the initial authority granted by the Board, but authorized additional costs in fiscal year 2014-15.

After some back and forth, the Unions have countered with a supposal of the classification adjustments cited above and 1.5% increases on both July 1, 2013 and July 1, 2014. The Unions have a few other outstanding proposals, including compensation on "snow" days, but are willing to withdraw all remaining proposals if the District agrees to their compensation supposal.

If the compensation issues were resolved and the tentatively agreed terms were adopted, the Unions would receive following:

- Assurance of at least eight hours off for rest between shifts (e.g. in the case of emergency over-night work),
- Slightly accelerated accrual of vacation,
- Increased District contributions (as prescribed by the Board for all non-PAT units) toward employee insurance premiums, with the ability to reopen this Article in another non-PAT unit receives a greater benefit, and
- Assurance that Warehousemen/Drivers will be assigned a full day of work on every day they work (e.g. rather than being released early due to lack of work, additional work will be assigned to allow them to work the full day.

The District would receive the following:

- Greater flexibility around the use of temporary employees and clarification that temporary employees are not included within the bargaining unit,

- A streamlined, standardized and more efficient grievance procedure,
- A six month probationary period for all new bargaining unit employees,
- Elimination of the “me too” clause on insurance premium contributions, and
- Much greater flexibility and efficiency in the way work is assigned to Laborers, and the elimination of the need to pay “out of class” pay for numerous assigned tasks.

FISCAL IMPACT: The initial authority for a 2.5% increase would result in increased compensation costs of \$175,491 in fiscal year 2013-14, and a total cost over two years of \$350,982.

The District’s supposal would be increases of \$161,449 in 2013-14 and \$89,764 in 2014-15, for a total over two years of \$412,662 (\$61,680 more than the initial authority.)

The Unions’ supposal would be increases of \$178,998 in 2013-14 and \$107,980 in 2014-15, for a total over two years of \$465,976 (\$53,314 more than the October 29 authority.) Over the course of a two-year contract, the cost of the Unions’ supposal would be \$53,314 greater than the District’s.

OPTIONS: If the District agrees to the DCU’s supposal, the DCU unions will unanimously support ratification of the Agreement by their respective memberships.

If the District does not agree to the DCU’s supposal, the parties will be at impasse, triggering state-facilitated mediation. Both parties would revert to the positions they held prior to floating their respective supposals.

STAFF RECOMMENDATION: The difference between the parties’ supposals is minimal. Settling this contract with the terms proposed by the DCU would still support the District’s overall message and strategy around collective bargaining of wanting to provide reasonable compensation and benefits that are fiscally sustainable, while preserving management rights and operational flexibility. We believe the DCU’s supposal is reasonable and that the efficiencies and long-term savings resulting from contract language changes are worth the increased authority necessary to accept it. Staff recommends that the District agree to the DCU’s supposal.

TIMELINE: If agreement is reached, the DCU anticipates conducting its ratification vote on Friday, November 30, 2012. A resolution to formally adopt the contract could be prepared in time for the December 10, 2012 Board meeting.



Board of Education Informational Report

MEMORANDUM

Date: February 6, 2013

To: Members of the Board of Education

From: Sean Murray, CHRO and Sascha Perrins, Regional Administrator

Subject: **Performance Management Board Presentation Feb. 11**

This Memorandum provides an update on the new teacher evaluation tool; including how we are aligning both our Teacher and Administrator evaluation process with SB290. Additionally, we will provide a brief overview of our general performance management cycle and an update on the Regional Administrators role in supporting and developing building administrators.

Included in this packet:

- New Teacher Evaluation Tool and Rubric
- Overview of the Teacher Evaluation Domains
- Administrator Evaluation Tool and Rubric
- ODE District Teacher and Administrator Evaluation & Support System Assurances Template (released this week)
- Power Point presentation
- Non-Represented Evaluation Tool
- Oregon Framework alignment – SB 290/ ESEA Waiver

The New Teacher Evaluation Update:

- Implemented in September 2011; we are half way through the second year.
- The evaluation committee (represented by principals/teachers/PAT/RA/Human Resources) has been meeting regularly this year to review the new teacher evaluation tool and make changes consistent with SB290 and the waiver; SB290/waiver requires the use of multiple measures; including OAKS data if you are teaching in an area that requires OAKS testing; this data point (typically as a baseline) must be used as one measure of student growth goals; along with a wide variety of other assessments/measures that the teacher and administrator agree on.
- The committee surveyed all teachers and administrators for feedback on the new teacher evaluation tool; this data is currently being reviewed and major themes are being identified.
- The committee has also been working on updating the teacher evaluation handbook and templates. Additionally, they are working on completing Option II and other non-classroom evaluations (e.g., counselor or school psychologists).

Administrator Evaluation Update:

- A committee is being formed (represented by PAPSA/RA/Human Resources) to review the administrator evaluation tools and identify changes to better align with the SB290/Waiver.
- Student growth and outcomes have been in the administrators evaluations previously, but there remains a need to create consistency as to what is measured across the system.
- For the last several years Senior Leadership (Superintendent and her direct reports) have been evaluated specifically on milestone data.

ODE District Teacher and Administrator Evaluation & Support System Assurances

Template:

- This information was released this week by ODE, and must be completed and submitted to ODE with all of the district's evaluation tools and templates by July 1, 2013.
- In reviewing the requirements we are confident that we will be able to meet all of the requirements by July 1, 2013.

Oregon Framework

Alignment of State and Federal Requirements for Educator Evaluation

In 2011 the legislature passed SB 290 and the Oregon State Board of Education adopted OAR 581-022-1723 strengthening educator evaluation systems in Oregon. In 2011-12 the Educator Effectiveness Workgroup developed the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems* (endorsed by the State Board in July 2012) aligning state requirements with the ESEA Flexibility Waiver criteria. The chart below illustrates the alignment of state and federal requirements.

Oregon Framework: Five Required Elements	Senate Bill 290 & OAR 581-022-1723	ESEA Flexibility Waiver Criteria
(1) Standards of Professional Practice Model Core Teaching Standards (InTASC) & Educational Leadership/Administrator Standards (ISLLC)	Model Core Teaching Standards (InTASC) & Educational Leadership/Administrator Standards (ISLLC)	Standards not specified
(2) Differentiated Performance Levels Teacher and administrator performance on the standards of professional practice are measured on four performance levels	Four performance level ratings as defined in the Oregon Framework	Meaningfully differentiated performance using at least three performance levels
(3) Multiple Measures Evaluation requires evidence from each: 1. Professional practice 2. Professional responsibilities 3. Student learning and growth	Multiple measures to evaluate teacher and administrator performance; Based on significant consideration of student learning	Use multiple valid measures in determining performance, including as a significant factor data on student growth
(4) Evaluation and Professional Growth Cycle One-year cycle for probationary & two-year cycle for contract teachers/administrators	Evaluate teachers and administrators on a regular cycle	Evaluate teachers and principals on a regular basis
Process includes: Self-reflection, goal setting, observation and collection of evidence, formative assessment & summative evaluation	Support, assistance & professional growth opportunities based on needs & individual circumstances	Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development
Local board policy describes how educator evaluation and support system is used to inform personnel decisions (e.g. contract status, renewal, plans of assistance, career advancement, etc.	Assist districts in determining effectiveness of teachers & administrators and in making human resource decisions; regularly report to boards on implementation of local evaluation systems	Evaluation is used to inform personnel decisions
(5) Aligned Professional Learning Make informed decisions regarding individual professional growth based on strengths and weaknesses	Refine support and professional growth opportunities based on individual needs of educator and students	Evaluation is used for continual improvement of instruction
The requirements in the Oregon Framework (SB290) apply to all Oregon licensed teachers and school principals.		

Oregon Evaluation Framework Implementation Timeline

Dates	Activities
July 2012	ESEA Waiver approved; State Board endorsed Oregon Framework and adopted OARs
2012-13	Pilot Framework and student growth measures
	ODE convene statewide Educator Effectiveness Summit in Portland & Bend
	District design teams collaboratively develop/align local evaluation system; ODE provide regional support
Spring 2013	Following pilot, ODE resubmit amended evaluation guidelines for USED approval
By July 1, 2013	All districts submit revised evaluation systems and implementation plan to ODE
By Sept 1, 2013	ODE approve and identify professional development & technical assistance needs
2013-14	All districts implement initial plans for local systems for all evaluations; districts will refine their systems; ODE provide regional support
2014-15	All districts implement refined local evaluation systems
By July 1, 2015	Districts present local evaluation system to a Regional Peer Review Panel
2015-16 & beyond	Continuous improvement of evaluation systems and regional support

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DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1a: Demonstrating Knowledge of Students

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group and the impact of race and culture.	Teacher displays partial knowledge of the developmental characteristics of the age group and the impact of race and culture.	Teacher displays accurate understanding of the typical developmental characteristics of the age group including the impact of race and culture, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group including the impact of race and culture and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process	Teacher sees no value in understanding how students from diverse backgrounds and experiences learn and does not seek such information.	Teacher recognizes the value of knowing how students from diverse backgrounds and experiences learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students from diverse backgrounds and experiences learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students from diverse backgrounds and experiences learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1a: Demonstrating Knowledge of Students *(continued)*

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1b: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

L E V E L O F P E R F O R M A N C E

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	The materials and resources are suitable to students, support the instructional outcomes, reflect the ethnic and racial diversity of the students (as appropriate), and are designed to engage students in meaningful learning. The teacher draws from a variety of human resources, from experts within the classroom community to those from the community at large.	All of the materials and resources are suitable to students, support the instructional outcomes, reflect the ethnic and racial diversity of the students (as appropriate) and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1b: Designing Coherent Instruction *(continued)*

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

L E V E L O F P E R F O R M A N C E

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Appropriate for diverse learners

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Value, sequence, and alignment	Planned outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Planned outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most planned outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All planned outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Planned outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Planned outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional planned outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the planned outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Appropriate for diverse learners	Planned outcomes are not appropriate for the class or are not based on any assessment of student needs.	Most of the planned outcomes are appropriate for most of the students in the class based on general assessments of student learning.	Most of the planned outcomes are appropriate for all students in the class and are based on evidence of student proficiency and takes into account the varying needs of individual students and groups.	Planned outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1d: Demonstrating Knowledge of Standards, Content, and Subject Matter

Elements: Knowledge of standards, content and subject matter • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Knowledge of standards, content, and subject matter	Teacher lacks knowledge of standards, makes content errors or does not correct errors made by students.	Teacher is familiar with the standards and the important concepts in the subject matter but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the standards and the important concepts in the subject matter and how these relate to one another.	Teacher displays extensive knowledge of the standards and important concepts in the subject matter and how these relate both to one another and to other subjects.
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. Teacher is unaware of the educational impact of race and culture and does not attempt to adjust curriculum accordingly.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the subject matter or to the students. Teacher is aware of the educational impact of race and culture and attempts to adjust curriculum accordingly.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches. Teacher recognizes the educational impact of race and culture and sufficiently adapts curriculum to reflect racial and cultural diversity.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject matter, anticipating student misconceptions. Teacher recognizes the educational impact of race and culture and adapts curriculum to reflect racial and cultural diversity. Teacher is fluent in the use of culturally responsive strategies that produce equitable outcomes.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1e: Designing Student Assessments

Elements: Align with instructional outcomes • Criteria and standards • Design of formative assessments • Uses assessment results for planning

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Align with instructional outcomes	Assessment procedures are not aligned with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; methodologies may have been adapted for diverse groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development as appropriate.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Uses assessment results for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

Component 2a: Establishing a Culture for Learning & an Environment of Respect & Rapport

Elements: Teacher interactions with students • Importance of the content • Expectations for learning and achievement • Teacher creates environment that promotes pride in work

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Teacher interaction with students	Teacher interaction is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Teacher intentionally and respectfully engages all students.	Teacher interactions reflect genuine respect and caring for individuals as well as groups of students. Teacher intentionally and respectfully engages all students.
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Teacher creates environment that promotes pride in work	Teacher creates an environment that allows for students to demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Teacher creates an environment that allows students to minimally accept the responsibility to do good work but invest little of their energy into its quality.	Teacher insists on work of high quality and students demonstrate pride in their work.	Teacher creates an environment that insists students attend to detail, take obvious pride in their work, initiate improvements on their own or by helping peers.

DOMAIN 2: THE CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

Component 2b: Managing Classroom Procedures

Elements: Management of instructional groups • Management of transitions • Management of materials and supplies •
Performance of noninstructional duties

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of non-instructional duties (such as taking attendance, breakfast distribution, return of permission slips for a field trip or distribution of newsletters etc.)	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

DOMAIN 2: THE CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

Component 2c: Managing Student Behavior

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher over identifies misbehavior of students from a particular racial or ethnic group.	Teacher is generally aware of student behavior but may miss the activities of some students. Teacher may over identify student misbehavior from a particular racial or ethnic group.	Teacher is alert to student behavior at all times. Teacher identifies and incorporates the various communication styles of students from various racial or ethnic groups.	Monitoring by teacher is subtle and preventive. Teacher identifies and incorporates the various communication styles of students from various racial or ethnic groups. Students monitor their own behavior.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. Teacher has inconsistent responses to students from particular racial or ethnic groups.	Teacher response to misbehavior is appropriate, consistent and successful and respects the racial and cultural diversity of the students. Student behavior is generally appropriate.	Teacher response to misbehavior is consistent, successful and respects the racial and cultural diversity of the students. Responses are highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 2: THE CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

Component 2d: Organizing Physical Space

Elements: Safety and accessibility • Arrangement of furniture and use of physical resources

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

DOMAIN 3: INSTRUCTION AND ASSESMENT

Component 3a: Communicating with Students

Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Expectations for learning communicated to students	Teacher's instructional purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's instructional purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the instructional purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is creative, clear and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3b: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive, flexible and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive, flexible and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups, as appropriate.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students. The teacher makes no effort to incorporate resources that reflect the racial and cultural diversity of the students.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially engaged with them. The teacher makes minimal effort to incorporate resources that reflect the racial and cultural diversity of the students.	Instructional materials and resources are suitable to the instructional purposes, engage students and reflect the racial and cultural diversity of the students (as appropriate).	Instructional materials and resources are suitable to the instructional purposes, reflect the racial and cultural diversity of the students (as appropriate), and engage students. Students initiate the choice, adaptation, or creation of materials to enhance their learning (as appropriate).

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3b: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

L E V E L O F P E R F O R M A N C E

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3c: Using Assessment in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

DOMAIN 3: INSTRUCTION AND ASSESSMENT
 Component 3d: Demonstrating Flexibility and Responsiveness
Elements: Lesson adjustment • Response to students • Persistence

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. Teacher has inconsistent responses to questions from students of racial and diverse groups (i.e. special needs, students of color).	Teacher successfully accommodates students' questions or interests. Teacher response to students' questions/interests is appropriate, consistent and successful and respects their racial and cultural diversity.	Teacher response to students' questions/interests is appropriate, consistent and successful and respects their racial and cultural diversity. Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	The teacher resists accepting responsibility and does not apply instructional strategies with struggling students.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3e: Using Questioning and Discussion Techniques

Elements: Quality of questions • Discussion techniques • Student engagement

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Quality of questions	Teacher's questions lack cognitive challenge and expect single correct responses. Questions are asked in rapid succession.	Teacher's questions are a combination of low and high cognitive challenge and are posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high cognitive challenge. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high cognitive challenge, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student engagement	Teacher engages only a few students in discussion.	Teacher employs strategies to engage students in the discussion.	Teacher effectively employs strategies to engage all students in the classroom.	Teacher effectively employs strategies so that students themselves ensure that all voices are heard in the discussion, as appropriate.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements: Accuracy • Use in future teaching

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments • Student progress in learning • Non-instructional records

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records (when appropriate).
Non-instructional records (such as submitted permission slips, family phone call log, PD certificates, etc)	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Demonstrating Professionalism

Elements: Integrity and ethical conduct • Service to students • Decision making • Compliance with school and district regulations

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest and maintains confidentiality in interactions with colleagues, students, and the public.	Teacher displays honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to display honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students' needs are inconsistent.	Teacher is active in serving students' needs.	Teacher is highly proactive in serving students' needs, seeking out resources when needed.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making. Teacher uses race and culture as a lens to ensure decisions do not have an adverse impact on certain groups of students.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.
Compliance with school and district regulations	Teacher does not comply with school and district policies.	Teacher complies minimally with school and district policies, doing just enough to get by.	Teacher complies fully with school and district policies.	Teacher complies fully with school and district policies, taking a leadership role with colleagues.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4d: Communicating with Families

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about student progress as appropriate, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled professionally and with cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are persistent. Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.	Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds. Teacher's efforts to engage families in the instructional program are varied and persistent. Students contribute ideas for projects that could be enhanced by family participation.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4e: Participating in a Professional Community

Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and/or district activities

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Relationships with colleagues	Teacher does not maintain cooperative relationships with colleagues to fulfill duties that the school or district requires.	Teacher maintains cooperative relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation to fulfill duties that the school or district requires. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Participation in school and/or district activities.	Teacher avoids being involved in school activities.	Teacher participates in school activities when specifically asked.	Teacher participates in school and/or district activities making a substantial contribution.	Teacher participates in school and/or district activities, making a substantial contribution, and assumes a positive leadership role.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback • Service to the profession

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent.	Teacher welcomes opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher pursues culturally responsive trainings to improve instructional practice.	Teacher seeks out opportunities for professional development and applies new learning in the classroom. The teacher pursues and applies culturally responsive trainings to improve instructional practice.
Receptivity to feedback	Teacher resists feedback.	Teacher accepts feedback, with some reluctance.	Teacher welcomes feedback and incorporates it into program.	Teacher seeks out feedback, incorporating it into program.

A Framework for Teaching Components of Professional Practice

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

The eleven components for 1st year probationary teachers are unshaded.

The six additional components for 2nd year probationary teachers are lightly shaded.

The three additional components for 3rd year probationary teachers are darkly shaded.

The assurances for educator evaluation and support systems will be due to ODE by July 1, 2013. They are intended to ensure that school districts across Oregon implement evaluation systems that are aligned with the five required elements outlined in the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems* (SB 290, OARs 581-022-1723, 1724, and 1725, and USED waiver criteria). **These requirements must be implemented in all schools for all evaluations beginning in the 2013-2014 school year.**

Directions for Submission:

1. These assurances must be signed by both the (i) Superintendent and (ii) the President/Chair of the School Board.
2. **This template must be emailed by July 1, 2013 to ode.evaluation@state.or.us.** Please title your email with your district name and "Educator Evaluation and Support System." Example: ABC School District Educator Evaluation and Support System
3. Additional materials may need to be included in the submission if the district is not using Oregon’s adopted standards or a recommended rubric. These additional materials are identified within this template.

We hereby certify that _____ District assures the following:

A. COLLABORATION

School districts are required to develop or modify their teacher and administrator evaluation systems in collaboration with administrators, teachers, and their exclusive bargaining representatives ([ORS 342.850\(2\)\(a\)](#); [SB 290](#); and [OAR 581-022-1723](#)). A collaborative process involving teachers and administrators will result in meaningful evaluations and a stronger evaluation system.

- The district Teacher and Administrator Evaluation and Support System was developed in collaboration with administrators, teachers, and bargaining representatives.

B. REQUIRED ELEMENTS FOR EVALUATION AND SUPPORT SYSTEMS

Element 1: Standards of Professional Practice

School district boards must include the [Core Teaching Standards](#) and [Educational Leadership/Administrator Standards](#) adopted by the State Board of Education for all evaluations of teachers and administrators.

TEACHING STANDARDS OF PROFESSIONAL PRACTICE – Check one of the following:

- The district is using [Oregon’s Model Core Teaching Standards](#) (InTASC).

OR

- The district has developed teaching standards of professional practice aligned to the Oregon Model Core Teaching Standards.

Districts that have developed their own teaching standards or have modified the state adopted standards are required to attach to their submission:

- A [crosswalk using this template](#) showing strong alignment to Oregon’s Model Core Teaching Standards (InTASC).

ADMINISTRATOR STANDARDS OF PROFESSIONAL PRACTICE – Check one of the following:

- The district is using [Oregon’s Educational Leadership/Administrator Standards](#) (ISSLC/ELCC).

OR

- The district has developed administrator standards of professional practice aligned to the Oregon Educational Leadership/Administrator Standards.

Districts that have developed their own administrator standards or have modified the state adopted standards are required to attach to their submission:

- A [crosswalk using this template](#) showing strong alignment to Oregon’s Educational Leadership/Administrator Standards (ISSLC/ELCC).

Element 2: Differentiated Performance Levels

*Oregon’s evaluation framework uses a rating scale based on four performance levels: Level 1 (lowest) to Level 4 (highest). All district evaluation systems must include rubrics that use the four levels of performance identified in the Framework. Districts have the flexibility to name the levels, for example: ineffective, emerging, effective, and highly effective. Regardless of the terms used, they must be aligned to the [performance levels described in the Framework](#). **Level 3 represents a proficient educator.***

RUBRIC FOR TEACHER EVALUATION

- The rubric being used for teacher evaluation is aligned to the standards and has four levels as defined by the Oregon Framework with Level 3 representing a proficient teacher.

Check A, B or C to describe your district teacher rubric:

- A. The district is using one of the ODE recommended teacher rubrics.

- Danielson (2011) Salem-Keizer
- Marshall Marzano

OR

- B. The district **has modified** one of the ODE recommended teacher rubrics.

- Danielson (2011) Salem-Keizer
- Marshall Marzano

***Districts that have modified a state recommended rubric are required to attach to their submission:**

- A copy of the teacher rubric, and
- A [gap analysis/crosswalk using this template](#) showing strong alignment to Oregon’s Model Core Teaching Standards (InTASC) **if more than 10% of the indicators in the original rubric have been changed by the district.**

OR

- C. The district has developed a teacher rubric that is aligned to Oregon’s Model Core Teaching Standards (InTASC).

***Districts that have developed their own rubric are required to attach to their submission:**

- A copy of the teacher rubric, and
- A [gap analysis/crosswalk using this template](#) showing strong alignment to Oregon’s Model Core Teaching Standards (InTASC).

RUBRIC FOR ADMINISTRATOR EVALUATION

The rubric being used for administrator evaluation is aligned to the standards and has four levels as defined by the Oregon Framework with Level 3 representing a proficient administrator.

Check A, B or C to describe your district administrator rubric:

A. The district is using one of the ODE recommended administrator rubrics.

- Salem-Keizer
- Pendleton
- Oregon Educational Leadership/Administrator Rubric

Note: Additional administrator rubrics will be added to the assurance template posted on the ODE website.

OR

B. The district **has modified** one of the ODE recommended administrator rubrics.

- Salem-Keizer
- Pendleton
- Oregon Educational Leadership/Administrator Rubric

***Districts that have modified a state recommended rubric are required to attach to their submission:**

- A copy of the administrator rubric, and
- A [gap analysis/crosswalk using this template](#) showing strong alignment to Educational Leadership/Administrator Standards (ISLLC) **if more than 10% of the indicators in the original rubric have been changed by the district.**

OR

C. The district has developed an administrator rubric that is aligned to Oregon’s Educational Leadership/Administrator Standards (ISLLC).

***Districts that have developed their own rubric are required to attach to their submission:**

- A copy of the administrator rubric, and
- A [gap analysis/crosswalk using this template](#) showing strong alignment to Oregon’s Educational Leadership/Administrator Standards (ISLLC).

Element 3: Multiple Measures

The evaluation system must include a variety of evidence-based measures to evaluate teacher and administrator performance and effectiveness, based on the Oregon Model Core Teaching Standards (InTASC) and the Educational Leadership/Administrator Standards (ISLLC). To provide a balanced view of performance, evaluations of all teachers and building administrators must include evidence from the following three categories: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth.

MULTIPLE MEASURES FOR TEACHER EVALUATION

- The district Educator Evaluation and Support System includes multiple measures of **Professional Practice** (*Evidence of the quality of teachers’ planning, delivery of instruction, and assessment of student learning.*)
- The district Educator Evaluation and Support System includes multiple measures of **Professional Responsibility** (*Evidence of teachers’ progress toward their own professional goals and contribution to schoolwide goals.*)
- The district Educator Evaluation and Support System includes multiple measures of Student Learning and Growth (*Evidence of teachers’ contribution to student learning and growth.*)
- The district has established a **goal setting process** in which teachers establish at least two goals for student learning and growth measured by the following:
 - A. Measures for tested grades and subjects (ELA and Math in Grades 3-8 &11):
 - State assessment from Category 1 for Goal 1
 - Assessment(s) from Category 2 and/or 3 for Goal 2

AND

- B. Measures for non-tested subjects:
 - Assessment(s) from Category 1, 2, and/or 3 for Goal 1
 - Assessment(s) from Category 1, 2, and/or 3 for Goal 2

MULTIPLE MEASURES FOR ADMINISTRATOR EVALUATION

- The district Educator Evaluation and Support System includes multiple measures of **Professional Practice** (*Evidence of school leadership practices, teacher effectiveness, and organizational conditions.*)
- The district Educator Evaluation and Support System includes multiple measures of **Professional Responsibility** (*Evidence of administrators' progress toward their own professional goals and contribution to schoolwide and district goals.*)
- The district Educator Evaluation and Support System includes multiple measures of Student Learning and Growth (*Evidence of administrators' contribution to school-wide student learning and growth.*)
- The district has established a **goal setting process** in which administrators establish at least two goals for student learning and growth measured by the following:
 - State assessment from Category 1 for Goal 1,

AND

 - Other measures from Category 2 and/or 3 for Goal 2

Element 4: Evaluation & Professional Growth Cycle

Teacher and administrator evaluation systems are based on a cycle of continuous professional growth and learning that includes the following processes. This cycle can be adapted to local district processes.

- *Self-Reflection*
- *Goal Setting*
- *Observation/Collection of Evidence*
- *Formative Assessment/Evaluation*
- *Summative Evaluation*

- The district has a professional growth and evaluation cycle that includes these processes and provides multiple observations and on-going feedback for teachers and administrators each year whether the educator is on a one-year or a two-year evaluation schedule.

- The goal setting process provides opportunities for teachers and administrators to meet with their supervisor/evaluator to discuss progress and receive feedback during the school year and at the end of the year.

- The district’s summative evaluation occurs on a cycle determined by the educator’s contract status as follows:
 - Probationary teachers - every year
 - Contract teachers – at least every two years
 - Probationary administrators - every year
 - Administrators – at least every two years

- The district teacher and administrator evaluation and support system is used to inform personnel decisions (e.g., contract status, contract renewal, plans of assistance, placement, assignment, career advancement, etc.).

Element 5: Aligned Professional Learning

High quality professional learning is sustained and focused and relevant to the educator’s goals and needs. All educators must have opportunities for professional growth to meet their needs, not only those whose evaluation ratings do not meet the standard.

- Professional learning opportunities are aligned with evaluation results. Professional learning is sustained, focused and relevant to the educator’s goals and needs.

C. IMPLEMENTATION PLAN

By July 1, 2013, all school districts will be required to submit to ODE revised evaluation and support systems and an implementation plan with local school board approval.

- The district has completed sections A and B on the following pages describing the plan for training staff and monitoring and refining the evaluation system.

OR

- The district is attaching to its submission email a document that describes the implementation plan for the evaluation and support system.

- a. Please describe the district plan to train all staff and evaluators on the local evaluation and support system to ensure inter-rater reliability.

District Teacher and Administrator Evaluation & Support System Assurances Template

- b. Please describe the district plan to monitor progress and refine the local evaluation and support system.

Required Signatures

(Name of Superintendent)

Signature of Superintendent

(Name of District Board Chair)

Signature of District Board Chair

Please mail a copy of the signature page with original signatures to:

Oregon Department of Education
Attention: Camilla Hoexter
255 Capitol St NE
Salem, OR 97310

District Name _____ Date submitted: _____

PPS Employee Performance Appraisal Tool

For Non-Represented Staff

This is a sample only – actual evaluations must be completed and submitted in PeopleSoft

Employee information

Employee name	Position title/department	Date of Hire	Employee ID number
Supervisor's name	Today's date	Evaluation period	

Describe any significant events or changes which occurred during the appraisal period which may have impacted the employee's ability to meet performance goals and/or expectations

Performance rating guide:

R = Role Model. Results exceed expectation and goals on a consistent basis. Makes significant contributions well beyond requirements. Serves as role model for peers

E = Exceeds Standards. Frequently goes beyond the standards for the position. Can consistently be counted on to produce quality results.

M = Meets Standards. Achievements are fully and consistently on target. Goal fully met. Describes performance of majority of employees. Makes a valuable contribution. Is fully competent.

P = Progressing. Results are usually on target. Goal partially met. May need occasional support. Still learning how to perform responsibilities independently.

I = Improvement Required. Improvement clearly needed. Little progress made toward goal. Is inconsistent in performance and requires excessive supervision. An action plan for improvement in this area needed.

Looking Back

Part A: Key Job Responsibilities, Goals and Objectives – what was accomplished this year? 60%

The job specific responsibilities/assignments/goals were established as part of last year's appraisal. Now is the time to evaluate how successful you were in fulfilling these responsibilities and what can be learned for future goals and development.

Key responsibility (list essential job functions below) (# will vary by position)	Method for measuring results (Describe threshold indicator)		To what degree were key responsibilities met				
			R	E	M	P	I
1.							
2.							
3.							
4.							
5.							
Special assignments/goals (# will vary by individual)	Desired goal (established when goal was set)	Actual result	To what degree were goals met?				
			R	E	M	P	I
Goal #1:							
Goal #2:							
Goal #3:							
Other responsibilities:							

Comments: what contributed to the level of result reached in each area?

PPS Employee Performance Appraisal Tool

For Non-Represented Staff

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Overall performance rating for Job Responsibilities, Goals & Objectives during evaluation period:

Provide an overall rating based on the collective ratings of the goals and responsibilities listed above.

Role Model Exceeds Standards Meets Standards Progressing Improvement Required

Part B: Core Behavioral Competencies - 40%

The core competencies are the accountabilities shared by all employees. They are the behavioral skills and abilities integral to the PPS Core Values:

Integrity: <i>Is consistent, fair and ethical</i>	Current Level of effectiveness				
	R	E	M	P	I
Consistency					
Fairness					
Ethical					

Comments on Integrity:

--

Overall Rating for Integrity

Role Model Exceeds Standards Meets Standards Progressing Improvement Required

--

Accountability: <i>Proactively sees the reality of a situation, assumes personal responsibility to find ways to address issues and reach results. Internally motivated to create positive outcomes.</i>	Current Level of effectiveness				
	R	E	M	P	I
Creating Quality Results					
Assuming responsibility for actions and outcomes					
Innovative problem solving and decision making					

PPS Employee Performance Appraisal Tool

For Non-Represented Staff

Comments on accountability:

Overall Rating for Accountability

Role Model Exceeds Standards Meets Standards Progressing Improvement Required

Communication Effectiveness:

Demonstrates understanding for others' ideas and is able to create understanding for own thoughts using written and verbal methods. Uses communication approach appropriate for the situation. Is able to give and receive constructive feedback.

Current Level of effectiveness				
R	E	M	P	I
Transparency				
Written and verbal communication skills				
Give and receive constructive feedback				

Comments on communication effectiveness:

Overall Rating for Communication Effectiveness

Role Model Exceeds Standards Meets Standards Progressing Improvement Required

Collaboration and Teamwork:

Works collaboratively with others to achieve a shared goal. Works with colleagues to overcome barriers which may surface. Cooperates, using their interpersonal skills and providing constructive feedback. Able to address conflict constructively and respectfully.

Current Level of effectiveness				
R	E	M	P	I
Creates a positive, constructive work environment				
Partnership oriented				
Values Diversity.				

PPS Employee Performance Appraisal Tool
 For Non-Represented Staff

Effective conflict resolution						
Comments on collaboration and teamwork:						
Overall Rating for Collaboration and Teamwork						
Role Model <input type="checkbox"/> Exceeds Standards <input type="checkbox"/> Meets Standards <input type="checkbox"/> Progressing <input type="checkbox"/> Improvement Required <input type="checkbox"/>						
Service Orientation <i>Focuses on proactively meeting responsibilities in a way that meets the needs of the internal or external customer of those services. Willingly makes changes to improve services</i>	Current Level of effectiveness <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 15%; text-align: center;">R</td> <td style="width: 15%; text-align: center;">E</td> <td style="width: 15%; text-align: center;">M</td> <td style="width: 15%; text-align: center;">P</td> <td style="width: 15%; text-align: center;">I</td> </tr> </table>	R	E	M	P	I
R	E	M	P	I		
Customer Service						
School and student focused:						
Adaptable to changing environment						
Comments on service orientation:						
Overall Rating for Service Orientation						
Role Model <input type="checkbox"/> Exceeds Standards <input type="checkbox"/> Meets Standards <input type="checkbox"/> Progressing <input type="checkbox"/> Improvement Required <input type="checkbox"/>						

PPS Employee Performance Appraisal Tool

For Non-Represented Staff

Additional competencies for Managers and Supervisors	R	E	M	P	I
<p>Managing and developing people Examples: <i>Recruits, retains and develops high performing individuals who are aligned with PPS's goals and values.</i></p>					
<p>Cross functional leadership Examples: <i>Effectively aligns all stakeholders in designing and implementing needed change.</i></p>					
<p>Business Acumen Examples: <i>Uses effective tools and methods to manage the operational aspects of area of responsibility.</i></p>					
<p>Political Savvy/External Awareness Examples: <i>Understands dynamics of and is able to work effectively in a public organization.</i></p>					
<p>Change Agent Examples: <i>Able to turn vision into workable plan. Engages employees in the entire process and develops commitment for sustaining change.</i></p>					
<p>Evaluation Compliance Examples: <i>Completes and delivers performance evaluations to direct reports within established timeline.</i></p>					
<p>Strategic Thinking Examples: <i>Formulates effective strategies consistent with the organization's mission and vision. Examples political issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential obstacles or opportunities.</i></p>					
<p>Leveraging Diversity Examples: <i>Recruits, develops, and retains diverse high quality workforce in an equitable manner. Leads and manages an inclusive workplace that maximizes the talents of each person to achieve sound business results. Respects, understands, values and seeks out individual differences to achieve the mission of the organization.</i></p>					
<p>Comments on additional competencies for Managers and Supervisors:</p>					

PPS Employee Performance Appraisal Tool
 For Non-Represented Staff

Summary Rating Page:

Performance Rating on Core Behavioral Competencies: 40%
 Based on the ratings on the 5 (or 13 if supervisor or manager) core competencies above, give this employee an overall rating on behavioral competencies:

Role Model Exceeds Standards Meets Standards Progressing Improvement Required

Performance rating for Job Responsibilities, Goals & Objectives during evaluation period (Part A) 60%

Role Model Exceeds Standards Meets Standards Progressing Improvement Required

OVERALL PERFORMANCE RATING:

Role Model Exceeds Standards Meets Standards Progressing Improvement Required

Strengths and areas for development

Based on the employee's performance during the appraisal period, what are his/her 2-3 greatest strengths?

1.	
2.	
3.	

Based on the employee's performance during the appraisal period, what are his/her 2-3 most important development areas?

1.	
2.	
3.	

Signatures

Note: *The employee's signature is an acknowledgement of the completed review process and does not necessarily signify agreement with the supervisor's ratings or evaluation comments.

Employee signature*	Date:	Supervisor's signature	Date:
Additional signature	Date:		

Employee Comments (optional)

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DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1a: Demonstrating Knowledge of Students

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group and the impact of race and culture.	Teacher displays partial knowledge of the developmental characteristics of the age group and the impact of race and culture.	Teacher displays accurate understanding of the typical developmental characteristics of the age group including the impact of race and culture, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group including the impact of race and culture and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process	Teacher sees no value in understanding how students from diverse backgrounds and experiences learn and does not seek such information.	Teacher recognizes the value of knowing how students from diverse backgrounds and experiences learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students from diverse backgrounds and experiences learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students from diverse backgrounds and experiences learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1a: Demonstrating Knowledge of Students *(continued)*

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1b: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

L E V E L O F P E R F O R M A N C E

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	The materials and resources are suitable to students, support the instructional outcomes, reflect the ethnic and racial diversity of the students (as appropriate), and are designed to engage students in meaningful learning. The teacher draws from a variety of human resources, from experts within the classroom community to those from the community at large.	All of the materials and resources are suitable to students, support the instructional outcomes, reflect the ethnic and racial diversity of the students (as appropriate) and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1b: Designing Coherent Instruction *(continued)*

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

L E V E L O F P E R F O R M A N C E

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Appropriate for diverse learners

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Value, sequence, and alignment	Planned outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Planned outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most planned outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All planned outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Planned outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Planned outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional planned outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the planned outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Appropriate for diverse learners	Planned outcomes are not appropriate for the class or are not based on any assessment of student needs.	Most of the planned outcomes are appropriate for most of the students in the class based on general assessments of student learning.	Most of the planned outcomes are appropriate for all students in the class and are based on evidence of student proficiency and takes into account the varying needs of individual students and groups.	Planned outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1d: Demonstrating Knowledge of Standards, Content, and Subject Matter

Elements: Knowledge of standards, content and subject matter • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Knowledge of standards, content, and subject matter	Teacher lacks knowledge of standards, makes content errors or does not correct errors made by students.	Teacher is familiar with the standards and the important concepts in the subject matter but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the standards and the important concepts in the subject matter and how these relate to one another.	Teacher displays extensive knowledge of the standards and important concepts in the subject matter and how these relate both to one another and to other subjects.
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. Teacher is unaware of the educational impact of race and culture and does not attempt to adjust curriculum accordingly.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the subject matter or to the students. Teacher is aware of the educational impact of race and culture and attempts to adjust curriculum accordingly.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches. Teacher recognizes the educational impact of race and culture and sufficiently adapts curriculum to reflect racial and cultural diversity.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject matter, anticipating student misconceptions. Teacher recognizes the educational impact of race and culture and adapts curriculum to reflect racial and cultural diversity. Teacher is fluent in the use of culturally responsive strategies that produce equitable outcomes.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1e: Designing Student Assessments

Elements: Align with instructional outcomes • Criteria and standards • Design of formative assessments • Uses assessment results for planning

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Align with instructional outcomes	Assessment procedures are not aligned with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; methodologies may have been adapted for diverse groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development as appropriate.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Uses assessment results for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

Component 2a: Establishing a Culture for Learning & an Environment of Respect & Rapport

Elements: Teacher interactions with students • Importance of the content • Expectations for learning and achievement • Teacher creates environment that promotes pride in work

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Teacher interaction with students	Teacher interaction is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Teacher intentionally and respectfully engages all students.	Teacher interactions reflect genuine respect and caring for individuals as well as groups of students. Teacher intentionally and respectfully engages all students.
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Teacher creates environment that promotes pride in work	Teacher creates an environment that allows for students to demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Teacher creates an environment that allows students to minimally accept the responsibility to do good work but invest little of their energy into its quality.	Teacher insists on work of high quality and students demonstrate pride in their work.	Teacher creates an environment that insists students attend to detail, take obvious pride in their work, initiate improvements on their own or by helping peers.

DOMAIN 2: THE CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

Component 2b: Managing Classroom Procedures

Elements: Management of instructional groups • Management of transitions • Management of materials and supplies •
Performance of noninstructional duties

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of non-instructional duties (such as taking attendance, breakfast distribution, return of permission slips for a field trip or distribution of newsletters etc.)	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

DOMAIN 2: THE CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

Component 2c: Managing Student Behavior

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher over identifies misbehavior of students from a particular racial or ethnic group.	Teacher is generally aware of student behavior but may miss the activities of some students. Teacher may over identify student misbehavior from a particular racial or ethnic group.	Teacher is alert to student behavior at all times. Teacher identifies and incorporates the various communication styles of students from various racial or ethnic groups.	Monitoring by teacher is subtle and preventive. Teacher identifies and incorporates the various communication styles of students from various racial or ethnic groups. Students monitor their own behavior.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. Teacher has inconsistent responses to students from particular racial or ethnic groups.	Teacher response to misbehavior is appropriate, consistent and successful and respects the racial and cultural diversity of the students. Student behavior is generally appropriate.	Teacher response to misbehavior is consistent, successful and respects the racial and cultural diversity of the students. Responses are highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 2: THE CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

Component 2d: Organizing Physical Space

Elements: Safety and accessibility • Arrangement of furniture and use of physical resources

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

DOMAIN 3: INSTRUCTION AND ASSESMENT

Component 3a: Communicating with Students

Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Expectations for learning communicated to students	Teacher's instructional purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's instructional purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the instructional purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is creative, clear and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3b: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive, flexible and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive, flexible and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups, as appropriate.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students. The teacher makes no effort to incorporate resources that reflect the racial and cultural diversity of the students.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially engaged with them. The teacher makes minimal effort to incorporate resources that reflect the racial and cultural diversity of the students.	Instructional materials and resources are suitable to the instructional purposes, engage students and reflect the racial and cultural diversity of the students (as appropriate).	Instructional materials and resources are suitable to the instructional purposes, reflect the racial and cultural diversity of the students (as appropriate), and engage students. Students initiate the choice, adaptation, or creation of materials to enhance their learning (as appropriate).

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3b: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

L E V E L O F P E R F O R M A N C E

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3c: Using Assessment in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

DOMAIN 3: INSTRUCTION AND ASSESSMENT
 Component 3d: Demonstrating Flexibility and Responsiveness
Elements: Lesson adjustment • Response to students • Persistence

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. Teacher has inconsistent responses to questions from students of racial and diverse groups (i.e. special needs, students of color).	Teacher successfully accommodates students' questions or interests. Teacher response to students' questions/interests is appropriate, consistent and successful and respects their racial and cultural diversity.	Teacher response to students' questions/interests is appropriate, consistent and successful and respects their racial and cultural diversity. Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	The teacher resists accepting responsibility and does not apply instructional strategies with struggling students.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3e: Using Questioning and Discussion Techniques

Elements: Quality of questions • Discussion techniques • Student engagement

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Quality of questions	Teacher's questions lack cognitive challenge and expect single correct responses, Questions are asked in rapid succession.	Teacher's questions are a combination of low and high cognitive challenge and are posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high cognitive challenge. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high cognitive challenge, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student engagement	Teacher engages only a few students in discussion.	Teacher employs strategies to engage students in the discussion.	Teacher effectively employs strategies to engage all students in the classroom.	Teacher effectively employs strategies so that students themselves ensure that all voices are heard in the discussion, as appropriate.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements: Accuracy • Use in future teaching

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments • Student progress in learning • Non-instructional records

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records (when appropriate).
Non-instructional records (such as submitted permission slips, family phone call log, PD certificates, etc)	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Demonstrating Professionalism

Elements: Integrity and ethical conduct • Service to students • Decision making • Compliance with school and district regulations

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest and maintains confidentiality in interactions with colleagues, students, and the public.	Teacher displays honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to display honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students' needs are inconsistent.	Teacher is active in serving students' needs.	Teacher is highly proactive in serving students' needs, seeking out resources when needed.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making. Teacher uses race and culture as a lens to ensure decisions do not have an adverse impact on certain groups of students.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.
Compliance with school and district regulations	Teacher does not comply with school and district policies.	Teacher complies minimally with school and district policies, doing just enough to get by.	Teacher complies fully with school and district policies.	Teacher complies fully with school and district policies, taking a leadership role with colleagues.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4d: Communicating with Families

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about student progress as appropriate, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled professionally and with cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are persistent. Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.	Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds. Teacher's efforts to engage families in the instructional program are varied and persistent. Students contribute ideas for projects that could be enhanced by family participation.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4e: Participating in a Professional Community

Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and/or district activities

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Relationships with colleagues	Teacher does not maintain cooperative relationships with colleagues to fulfill duties that the school or district requires.	Teacher maintains cooperative relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation to fulfill duties that the school or district requires. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Participation in school and/or district activities.	Teacher avoids being involved in school activities.	Teacher participates in school activities when specifically asked.	Teacher participates in school and/or district activities making a substantial contribution.	Teacher participates in school and/or district activities, making a substantial contribution, and assumes a positive leadership role.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback • Service to the profession

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent.	Teacher welcomes opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher pursues culturally responsive trainings to improve instructional practice.	Teacher seeks out opportunities for professional development and applies new learning in the classroom. The teacher pursues and applies culturally responsive trainings to improve instructional practice.
Receptivity to feedback	Teacher resists feedback.	Teacher accepts feedback, with some reluctance.	Teacher welcomes feedback and incorporates it into program.	Teacher seeks out feedback, incorporating it into program.



PK-12 Assessment Framework
2012-13

Grade Level(s)	Assessment/ Measure	Subject	Summative	Formative	Used*
PK	PALS	Literacy	X	X	CD
K-1	Bridges Year-long assessment	Math	X		ICD
K-2	Phonics Survey	Literacy	X		ICD
K-3	DIBELSNext	Literacy	X	X	AZ; IS
	Scott Foresman in program check-outs	Literacy		X	ICD
	Mastery tests from intervention programs			X	ICD
	IDEL	ESL Literacy	X	X	IS
K-5	Scott Foresman in-program	Literacy		X	ICD
K-5	Number Corner Check-ups	Math	X		ICD
	Unit Work Samples	Math		X	ICD
	Bridges Baseline	Math	X		CD
	Fact Fluency	Math		X	ICD
2-5	Bridges pre/post unit	Math	X		ICD
	Bridges checklist	Math	X		ICD
4-8	easyCBM	Literacy	X	X	AZ; IS
6-8	EMC in-program	Literacy		X	ICD
3-8, 11	OAKS	Reading	X		CD
11	OAKS	Writing	X		CD
3-8, 11	OAKS	Math	X		CD

*CD = Consistently district-wide; ICD = Inconsistently district-wide; AZ = Academic Priority/Zone schools; P = Pilot sites; IS = Individual schools

5, 8, 11	OAKS	Science	X		CD
10	PSAT	Multiple	X		CD
11	ACT	Multiple	X		ICD
10-12	AP/IB Exams	Multiple	X		ICD
K-12	ELPA	English Language Proficiency	X		CD
K-12	Exclusionary discipline data (relative rate of suspensions and expulsions)	PBIS	X	X	

*CD = Consistently district-wide; ICD = Inconsistently district-wide; AZ = Academic Priority/Zone schools; P = Pilot sites; IS = Individual schools



Board of Education Informational Report

MEMORANDUM

Date: February 8, 2013

To: Members of the Board of Education

From: David Wynde, Deputy Chief Financial Officer and Budget Director

Subject: Budget Discussion – February 11, 2013

On February 11 there will be a budget update/discussion at the board meeting with three topics:

1. Review of budget process/timeline for centrally held programs (David Wynde) (5 minutes)
2. Update on district staffing team and focus of subcommittees (Sue Ann Higgins/Ben Keefer) (10 minutes)
3. Board discussion to determine additional topics for staff presentation and board discussion at subsequent board meetings (30 minutes)

Re #1: Staff will provide an update on the timeline leading up to the superintendent's proposed budget on April 15, 2013. And will describe the process that is being used for central budgets this year.

Re #2: The district staffing team works as part of the budget development process to advise the superintendent on issues regarding the school staffing formula and staffing in schools, in general. On Monday evening staff will outline the topics that the DST subcommittees are working on and review/confirm the key questions each is addressing. The five subcommittees include: general fund staffing; special education; emerging bilingual learners (ESL); Title I/Title II/fee-for-service; and arts education & access fund. This is an opportunity for board members to indicate questions they are interested in having answered.

Re #3: There is time on the schedule in upcoming board meetings (February 25, March 4, March 11, and March 18) for a number of presentations on possible topics of interest during the staff's budget development work. Based upon two topics per board meeting plus a presentation by the district staffing team at one of the March meetings and given that February 25 is the meeting to decide the Jefferson enrollment balancing questions, there appear to be the opportunity for six topics to be covered.

Staff identified a list of nine possible topics for your consideration. This is not an exclusive list. Additional topics can be added. The nine topics and the responsible senior staff person are:

- Career technical education (Trip Goodall)
- Curriculum materials. Textbooks. Adoptions. (Melissa Goff)

- Dual Language Immersion (Melissa Goff)
- Family engagement (Harriet Adair)
- IT capital investment for teachers, students and operations systems (Tony Magliano/David Wynde)
- Online learning (Korinna Wolf)
- Partnerships (Lorenzo Poe)
- Special education (Melissa Goff)
- Student services: counselors, mental health, health/nurses and dental care (Melissa Goff)

Brief outlines for each topic are included on the attached PowerPoint document. The goal for Monday evening is for the board to have a discussion to determine which (six) topics they want to hear about and to identify the questions they want staff to address at subsequent meetings.

Framing questions for presentations:

We have identified the following as a standard set of questions for staff to address to frame these presentations:

1. Outline of current priority strategy and recent investments etc. including reference back to 12 months ago and any discussion and decisions reflected in current budget. How do we measure progress? What is working?
2. Lessons learned and next steps.
3. In all cases we ask staff to identify the top (three) priorities for investment, assuming that we had money. Be specific. Why these choices? What would happen? How would this be transformative?
4. How do current and proposed investments move us towards milestones and/or achievement compact goals and targets?
5. Is there something(s) we could pilot in 2013/14 and take to scale in 2014/15 if/when we get sources so that we have a strong foundation for increased investment if/when that is possible?

Questions for the board:

Are there additional topics that you want to consider?

Which six topics do you want presentations on?

Or should we schedule additional meetings to allow for more presentations?

Are there additional framing questions to the five listed above?

Attachments:

1. PPS budget forecast scenarios
2. Possible board presentation topics (PowerPoint document)

	Forecast #1a	Forecast #2a	Forecast #3a	Forecast #4	Forecast #5	Forecast #6	Forecast #7
	PPS 1/11	PPS 1/11	PPS 1/11	OEA	COSA	COSA	COSA
	\$6.15 billion No PERS savings ESD Cuts	\$6.15 billion PERS savings ESD Cuts	\$6.895 billion PERS savings ESD Cuts	\$6.76 billion No PERS savings No ESD cuts	\$6.15 billion No PERS savings No ESD Cuts	\$6.55 billion No PERS savings No ESD Cuts	\$6.895 billion No PERS savings No ESD cuts
Beginning Balance	20,855,946	20,855,946	20,855,946	20,855,946	20,855,946	20,855,946	20,855,946
Revenues							
Revenue from Local Taxes	69,750,000	69,750,000	69,750,000	69,750,000	69,750,000	69,750,000	69,750,000
Local Option Property Taxes	50,750,000	50,750,000	50,750,000	50,750,000	50,750,000	50,750,000	50,750,000
Property Taxes - Gap Tax	19,000,000	19,000,000	19,000,000	19,000,000	19,000,000	19,000,000	19,000,000
Tuition	100,000	100,000	100,000	100,000	100,000	100,000	100,000
Earnings on Investments	500,000	500,000	500,000	500,000	500,000	500,000	500,000
Extra-curricular Activities	800,000	800,000	800,000	800,000	800,000	800,000	800,000
Other Revenue from Local Sources	8,500,000	8,500,000	8,500,000	8,500,000	8,500,000	8,500,000	8,500,000
Intermediate Sources	7,800,000	7,800,000	7,800,000	12,050,000	12,050,000	12,050,000	12,050,000
State School Fund	358,885,536	358,885,536	387,173,513	382,035,162	358,885,536	374,084,239	387,173,513
Property Taxes							
SSF - General Support							
SSF - Other	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000
Federal Sources	500,000	500,000	500,000	500,000	500,000	500,000	500,000
Other Sources	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Total Revenue	448,835,536	448,835,536	477,123,513	476,235,162	453,085,536	468,284,239	481,373,513
Total Resources	\$ 469,691,482	\$ 469,691,482	\$ 497,979,459	\$ 497,091,108	\$ 473,941,482	\$ 489,140,185	\$ 502,229,459
	Forecast #1a	Forecast #2a	Forecast #3a	Forecast #4	Forecast #5	Forecast #6	Forecast #7
Total Expenditures	466,424,429	456,341,304	456,341,304	466,424,429	466,424,429	466,424,429	466,424,429
Transfers to Other Funds	10,000,000	10,000,000	10,000,000	10,000,000	10,000,000	10,000,000	10,000,000
Operating Contingency	20,606,977	20,203,652	20,203,652	20,606,977	20,606,977	20,606,977	20,606,977
Total Requirements	\$ 497,031,407	\$ 486,544,957	\$ 486,544,957	\$ 497,031,407	\$ 497,031,407	\$ 497,031,407	\$ 497,031,407
Net Budget Position	\$ (27,339,924)	\$ (16,853,474)	\$ 11,434,503	\$ 59,701	\$ (23,089,924)	\$ (7,891,222)	\$ 5,198,053

1a/2a/3a: PPS Forecast revised for amendment #1 changes; increased BFB and lower expenditures

4: OEA. PPS revised, no PERS, no ESD, SSF to zero net position

5/6/7: COSA. PPS revised, no PERS, no ESD

Possible Board Presentation Topics

Board Discussion
February 11, 2013

Possible presentation topics

- Career technical education
- Curriculum materials. Textbooks. Adoptions
- Dual language immersion
- Family engagement
- IT capital investment
- Online learning
- Partnerships
- Special education
- Student services

Career technical education

- Current programs: career awareness; career exploration; career preparation
- High school staffing
- Partnerships
- Next steps: expansion options

Curriculum materials. Textbooks. Adoptions

- Align English Language Arts/English Language Development curriculum adoption
- Upgrade current adoptions to Common Core State Standards and digital resources
- Comprehensive assessment system
- Professional Development: content, assessment and instruction aligned to CCSS shifts
- Technology resources and training to scaffold effective implementation

Dual language immersion

- Outreach to historically under served populations for lottery/enrollment (ELL, SES & race)
- Identification of & solutions for inequities in enrollment transfer system for ELL families
- Improvement of DLI implementation in schools for consistency & linguistically responsive practices that include literacy, scheduling, and English Language Development services
- Work with HR to recruit bilingual, bicultural teachers and principals, as well as improving the language screening process for dual immersion teacher candidates
- DLI expansion committee of principals
- Spanish literacy work study group to examine progress monitoring & make recommendation for dual language schools' assessment

Family engagement

- Board members – this information was not available at time of packet compilation. It will be sent via email as soon as possible

IT capital investment

- 2009 financing
- Teaching staff technology
- Student technology: Personal Digital Learning
- Ed Box Systems
- School-based Infrastructure Investments
- District Operations
- Possible 2013/14 financing

Online learning

- Program Development based on tiered options for expanding online learning in priority order based on the district milestones for 10th grade on-track and high school graduation.
- Creating a balance in prioritizing credit recovery opportunities prior to opportunities for initial credit and an environment which is requesting initial credit opportunities for students.
- Meeting the needs of specific populations such as Home Instruction and Special Education students.
- Planning for the creation of a district-sponsored virtual school.

Partnerships

- Community partner outcomes aligning to milestones
- Targeted transition support from 8th to 9th grade
- Strategic support for the Jefferson Middle College
- PPS partnership with the SUN Service System

Special education

- Vision to drive decisions
- Enrollment trends
- Funding decisions influenced by Maintenance of Effort requirements and federal funding reductions
- Tension between strong belief in neighborhood schools and focus classrooms & special programs
- Service delivery model in HS
- High priority in protecting learning center ratios

Student services

- The primary mission of Student Services is to prevent and address social, emotional, and behavioral barriers to learning for all students
- Professional development and technical assistance to counselors
- Provide professional development and coaching to school teams and teachers in Positive Behavior and Interventions and Supports in order to eliminate disparities in disciplinary outcomes and reduce over reliance in exclusionary practices.
- Coordination and training for district staff in the administration of Section 504.
- Liaison for health and mental health services in schools.

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following item:

Numbers 4714

RESOLUTION No. 4714

2012-2014 Agreement between the District Council Unions and
School District No. 1J, Multnomah County Oregon

RESOLUTION

The Co-Chairs of the Board of Education and the Chief Human Resources Officer are authorized and directed to execute the 2012-2014 Agreement between the District Council Unions, representing trades workers and laborers, and School District No. 1J, Multnomah County, Oregon on the terms presented to the Board and filed in the record of this meeting.

S. Murray