EDUCATOR'S HANDBOOK
Professional Growth & Evaluation

Corvallis School District

Updated July 2025

www.csd509j.net/departments/human-resources/evaluation/

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INTRODUCTION

In 2020-21 administrators and Teacher Education Leaders (TELs) formed a committee to review teacher evaluation tools and practices. Both teachers and administrators shared concerns that the framework being used at that time (Danielson) did not reflect the equity work and vision of the district.

Committee members decided to transition to the 5D+ Instructional Growth & Teacher Evaluation Framework. This 5D+ Framework includes equity language and look-fors that our past framework was missing.

This handbook utilizes language from Center for Educational Leadership's* 4 Dimensions of School Leadership, 5D+ Instructional Framework and Rubric, and the Oregon Framework for Teacher and Administrator Evaluation and Support Systems.

The handbook reflects the following commitments to student learning and teacher growth.

Commitment 1: A vision for learning

- Ensure the beliefs that students should have agency in their learning, take ownership of their ideas and work together in rigorous inquiry and problem-solving.
- Develop a shared vision for high-quality, culturally and linguistically responsive teaching and learning that underscores high expectations for every student.
- Build capacity to understand and respond to how individual and institutional racism impact expectations for diverse learners.

Commitment 2: Curriculum, pedagogy and assessment

- Support the use of high-quality, inquiry-driven curriculum, culturally and linguistically responsive materials and assessments aligned to grade-level standards.
- Ensure student learning opportunities support their social, emotional and academic development.
- Integrate a race and social justice focus across all learning opportunities.

Commitment 3: Improvement of teaching practice

- Establish and sustain teacher learning that is grounded in the shared understanding of specific student learning needs and the school's instructional vision.
- Support each teacher's self-reflection, goal setting and growth through ongoing conversation, focused observation, feedback and professional development.
- Provide teacher learning opportunities that intentionally examine and confront biases in the context of instructional practice, academic content and creating inclusive classrooms.

Center for Educational Leadership is out of the University of Washington

Evaluation Requirements and Process

Our district utilizes the 5 Dimensions of Teaching and Learning Instructional Framework to evaluate licensed educators, including classroom teachers, special education teachers, MTSS specialists, instructional coaches, and speech language pathologists. *Specialists, including counselors, mental health therapists, and district nurses, are evaluated on separate rubrics. Effective 7/1/2025, a separate rubric was developed for the Dean of Students role and included in the specialists' addendum document.*

Several years ago, the state set mandates regarding evaluation systems, referred to as SB290. This handbook is a living document outlining procedures and processes for continued professional growth for all teachers. Teacher evaluation includes the following 5 requirements. (Briefly introduced here, and discussed in depth throughout the handbook).

1) Standards of Professional Practice:
The state adopted Model Core Teaching Standards define what teachers should know and be able to do to ensure that every student is ready for college, careers, and engaged citizenship in today's world. The Corvallis School District selected the 5 Dimensions of Teaching and Learning Instructional Framework and 5D+ Rubric for Instructional Growth and Teacher Evaluation.

2) Differentiated Performance Levels:
Teacher performance on the standards of professional practice is measured on four performance levels.

3) Multiple Measures:
Multiple sources of data are used to measure teacher performance on the standards of professional practice. Evaluators look at evidence from three categories: professional practice, professional responsibilities, and student learning and growth.

a) Professional Practice
Evidence of PURPOSE, STUDENT ENGAGEMENT, CURRICULUM & PEDAGOGY, ASSESSMENT for STUDENT LEARNING, and CLASSROOM ENVIRONMENT & CULTURE will be used to evaluate Professional Practice.

b) Professional Responsibilities
Evidence of PROFESSIONAL COLLABORATION & COMMUNICATION will be used to evaluate Professional Responsibilities.
Workplace Expectations are an additional component of the Professional Responsibilities evaluation.

c) Student Learning and Growth
In collaboration with their supervisors/ evaluators, teachers establish challenging and meaningful student learning and growth (SLG) goals, select evidence from valid and reliable measures, and regularly assess progress.

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

4) Evaluation and Professional Growth Cycle:

Teachers are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment and summative evaluation. The Professional Growth and Evaluation Cycle supports professional growth and learning. The cycle allows for continued review and feedback as the teacher and evaluator plan for opportunities for feedback and meaningful conversations. Probationary teachers will have a summative evaluation every year. Contract teachers will have a summative evaluation every other year.

5) Aligned Professional Learning:

Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's evaluation and his/her need for professional growth.

The goal is to continuously improve teaching and learning by incorporating the full range of assets (perspectives, languages, cultures, skills, networks) present in the school community.

Standards of Professional Practice

The 5D+ Rubric is composed of 30 indicators of teacher performance and are grouped

by dimension. The 5D+ Rubric is derived from an extensive study of research on the core elements that constitute quality instruction. These core elements have been incorporated into the 5D+ framework and 5D+ Rubric as five dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture. The 5D+ Rubric also includes Professional Collaboration and Communication, which is based on activities and relationships that teachers engage in outside of classroom instruction.

The indicators within each dimension and the teacher's professional growth goal support the Professional Practice and Professional Responsibilities. The Student Learning and Growth Goals process supports the Student Learning and Growth component.

5 Dimensions of Teaching and Learning™
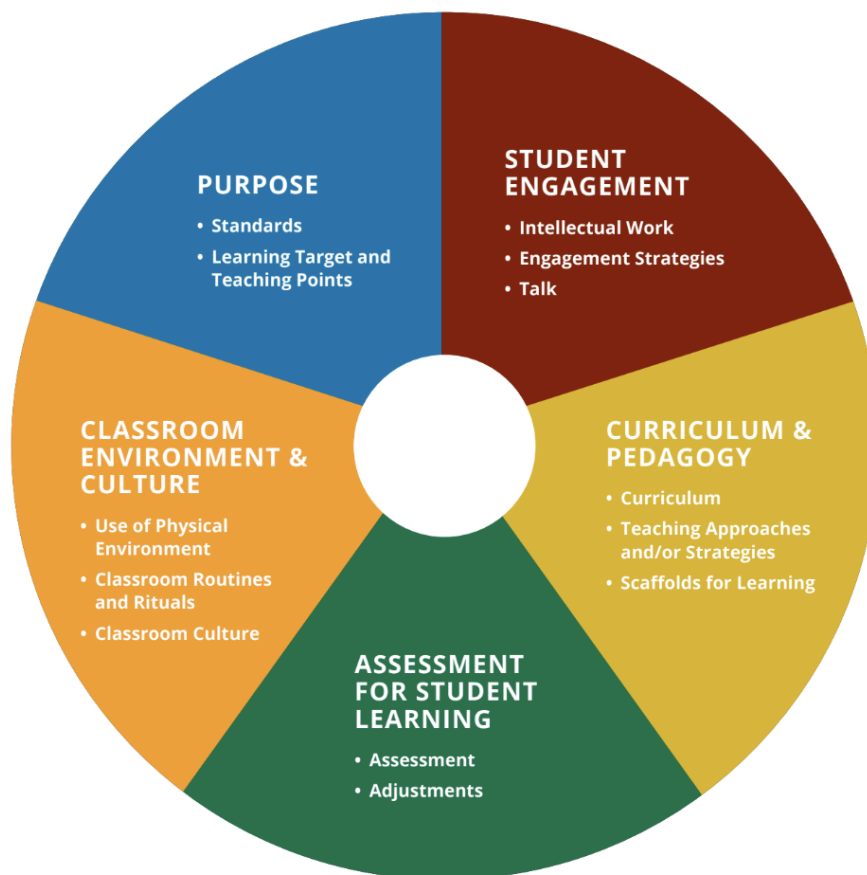
5D+ Rubric for Instructional Growth & Teacher Evaluation

Building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5D+ Rubric for Instructional Growth and Teacher Evaluation – a growth-oriented tool for improving instruction.

Purpose	**Student Engagement**
- Learning target(s) connected to standards - Lessons connected to previous and future lessons, broader purpose and transferable skill - Design of performance task - Communication of learning target(s) - Success criteria	- Quality of questioning - Ownership of learning - Capitalizing on students' strengths - Opportunity and support for participation and meaning making - Student talk
Curriculum & Pedagogy	**Assessment for Student Learning**
- Alignment of instructional materials and tasks - Teacher knowledge of content - Discipline-specific teaching approaches - Differentiated instruction for students - Use of scaffolds	- Student self-assessment - Student use of formative assessments over time - Quality of formative assessment methods - Teacher use of formative assessments - Collection systems for formative assessment data
Classroom Environment & Culture	**Professional Collaboration & Communication**
- Classroom arrangement and resources - Learning routines - Use of learning time - Student status - Norms for learning	- Collaboration with peers and administrators to improve student learning - Communication and collaboration with parents and guardians - Communication within the school community about student progress - Support of school, district and state curricula, policies and initiatives - Ethics and advocacy

Differentiated Performance Levels

Performance levels within each indicator are used to delineate teaching practice, from ineffective to emerging, proficient, and distinguished. The sophistication of teaching practice and the role of students increase across the levels of performance. The language describing each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher being rated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice. A careful analysis of instructional practice leads to the determination of a teacher's performance level on each indicator.

Four performance levels are provided for each indicator. The performance levels increase in specificity of practice, cognitive demand, roles of students and/or frequency of use from Ineffective to Distinguished. The performance levels are:

- Ineffective: the teacher demonstrates an unacceptable or poor level of instructional practice, resulting in delayed or little learning for some students
- Emerging: the teacher demonstrates an essential foundation for instructional practice, using emerging-based strategies and tools to create learning for all students.
- Proficient: the teacher demonstrates competent and skilled instructional practice, using research-based strategies and tools to create solid learning for all students.
- Distinguished: the teacher demonstrates exemplary instructional practice, using research-based strategies and tools to create optimal learning for all students.

Multiple Measures

Improvement of student academic growth and learning must take into consideration multiple measures of teacher effectiveness and student academic growth and learning. The three measures used in evaluation are:

1. **Professional Practice:**

   Dimension 1: Purpose

   Dimension 2: Student Engagement

   Dimension 3: Curriculum and Pedagogy

   Dimension 4: Assessment for Student Learning

   Dimension 5: Classroom Environment and Culture

2. **Professional Responsibilities:**
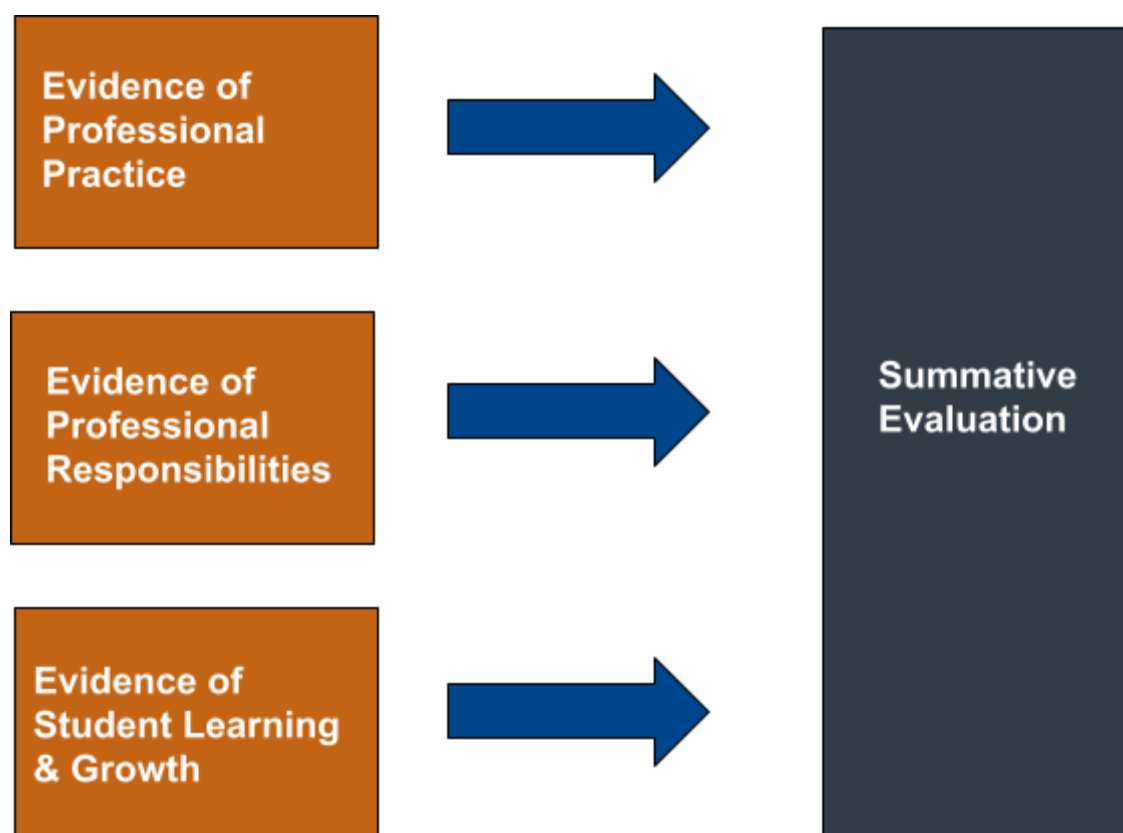
   Dimension 5: Professional Collaboration & Communication

   Workplace Expectations

3. **Student Learning and Growth:**

   All educators set two Student Learning and Growth Goals.

Summative evaluations will be based on evidence from all three areas to holistically rate performance.

Evaluation and Professional Growth Cycle

Professional Development:

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

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

Self–Assessment/Reflection:

The framework and student data will be reviewed and prioritized. The teacher will assess the areas of strength and areas for professional growth. The teacher will also analyze student data to prepare for the Student Learning and Growth goals. The 5D+ rubric will be used for the assessment.

Goal Setting: (SLGs)

Based on the self-reflection and assessment of student data, the teacher will write two Student Learning and Growth (SLG) Goals and one Professional Growth Goal. The goals form found in Frontline will be used.

Student learning and growth mean measures of student progress (across two or more points in time). SLG goals are detailed, measurable goals for student learning and growth developed collaboratively by educators and their evaluators. They are based on student learning needs identified by a review of students' baseline skills. SLG goals are aligned to standards and clearly describe specific learning targets students are expected to meet. Goals are rigorous, yet attainable, and measure student progress across two or more points in time.

Teachers will establish at least two student learning and growth goals (SLGs) and identify strategies and measures that will be used to determine goal attainment. SLG goals can be unit long, semester long or year-long, and only one SLG needs to be academic.

"Tiered" goals are goals in which students are expected to demonstrate growth based on their level of performance at the beginning of the course or class. Students enter the classroom with a range of knowledge and skills. As a result, it is not necessarily rigorous or realistic to hold all students to the same level of performance. Tiers are typically set for groups of students with similar performance. Tiered targets allow for more realistic expectations for goal attainment while helping to ensure that each student is appropriately challenged. All students in a course (including multiple sections, if applicable) should be included in an educator's SLG goals, and all students are expected to meet their targets, but those targets should be tiered to be appropriate for each student.

Goal Setting Process:

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

SLG Goal Quality Review

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

Baseline Data	Yes	No
Is baseline data used to make data-drive decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?		
Student Learning and Growth Goal		
Is the SLG goal written as a "growth" goal versus "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		

Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goal		
Does the goal address relevant and specific knowledge and skills aligned to the course curriculum based on state or national content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

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

SLG Goal Scoring Rubric

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and administrator. This rubric applies to both teacher and administrator evaluations.

Level 4 *(Highest)*	This category applies when approximately 90% of students met their target(s) and a minimum 5% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 *(Lowest)*	This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous.

This category also applies when results are missing or incomplete. |

The checklist ensures the goals are complete for scoring. The scoring process is facilitated by using the scoring rubric to determine whether each student exceeded, met, or did not meet the target; and the percentage of students in each category. The quality review checklist (page 10-11) and the scoring rubric must be used to score SLG goals to determine the educator's impact on student learning and growth in the summative evaluation.

Observation/Collection of Evidence:

The teacher will collect evidence to support the three components: Professional Practice, Professional Responsibilities, and Student Learning. In addition, informal observations will take place throughout the school year. Observation may be scheduled, drop in, and/or by teacher invitation. Observation can occur during any phase of the teacher's duties: in the classroom, while supervising students in the hallway or playground, in meetings with parents or staff, etc.

The table below shows annual observation expectations:

Probationary, Temporary Teachers, and any Teacher needing improvement	Contract Teacher	All Licensed Staff
- At least 1 Formal observation - At least 5 Walkthrough observations	- At least 2-3 walkthrough observations per year - At least 5-6 Walkthrough observations over 2 years	- Formal observations can be requested by administrator or teacher - Peer observations can be agreed to at a building level for teacher's feedback only - Face to face and written feedback provided

Formative Assessment/Mid-Year Review:

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

Continued Observation/Collection of Evidence:

Following the Formative Assessment/Mid-Year review, the teacher and evaluator will collect evidence to support the three components: Professional Practice, Professional Responsibilities, and Student Learning. Evidence are indicators of a teacher's professional practice. They are meant to support a teacher's evaluation process and the progress toward his/her goals. Teachers may choose to make artifacts available to his/her evaluator in order to support the demonstration of the teaching and learning that is observed in the classroom.

Artifacts are not put into the personnel file. They are for dialogue purposes only. Below are **examples** of evidence:

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

Summative Evaluation:

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

Summative Evaluation Rubrics can be found in Frontline. You can access your information in Frontline through Classlink.

Calculating Summative Evaluation

Statewide Components of the Oregon Matrix

How does an evaluator determine level 1-4 on the Y-axis and X-axis of the matrix and a final summative performance level at the end of an educator's evaluation cycle?

I.   Y-Axis: Professional Practice and Professional Responsibilities (PP/PR)

First, the evaluator will need to determine the combined performance level for PP/PR based on data from the district's rubric. The evaluator will already have gauged the

educator's performance on each standard/performance indicator on the rubric with four performance levels. The evaluator will then:

1. Add up all component scores to get the total points possible;

2. Divide by the number of components (based on the # of components in the rubric);

3. Get a rating between 1 and 4 for PP/PR;

4. Use the thresholds to determine PP/PR level:

      3.6 - 4.0 = 4 PP/PR total score

      2.81-3.59 =3 PP/PR total score

      1.99-2.8 = 2 PP/PR total score *

      <1.99 = 1 PP/PR total score

5. Find the PP/PR performance level (1-4) on the Y-axis of the matrix.

PP/PR Scoring Rule: *If the educator scores two 1's in any PP/PR component and his/her average scores falls between 1.99-2.499, the educator's performance level cannot be rated above a 1.*

II.   X-Axis: Student Learning and Growth (SLG)

After the educator's PP/PR performance level is determined, their Professional Growth Plan and summative performance level is then found by looking at the educator's rating on SLG goals. The level of performance on SLG will be determined by scoring the SLG goals using the Oregon SLG Goal scoring rubric (see page 10).

All educators will set two SLG goals annually. Educators on a two year evaluation cycle will select two of the four goals collaboratively with their evaluator to be included in their summative evaluation. *Math and ELA teachers (grades 3-8 and 11) must use Category 1 assessments for one of the two goals.*

1.   Score the SLG goals using the SLG Scoring Rubric;

2.   Get a rating between 1 and 4 for SLG;

3.   Use the thresholds below to determine SLG level;

4.   Find the SLG performance level (1-4) on the X-Axis of the matrix.

Level 1	Level 2	Level 3	Level 4
You could score: ▪ 1 on both goals, or ▪ 1 on one goal & 2 on one goal	You could score: ▪ 2 on both goals, or ▪ 2 on one goal & 3 on one goal, or ▪ 3 on one goal & 1 on one goal, or ▪ 4 on one goal & 1 on one goal	You could score: ▪ 3 on both goals, or ▪ 3 on one goal & 4 on one goal, or ▪ 4 on one goal & 2 on one goal	You must score: ▪ 4 on both goals

The Oregon Matrix for Summative Evaluations for Teachers and Administrators

In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersects with Student Learning and Growth (SLG) culminating in a summative performance level which leads to a Professional Growth Path for the teacher. When there is a discrepancy between the PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy.

Y-AXIS: Combined Rating on Professional Practice and Professional Responsibilities (PP/PR)				
DISTINGUISHED (4)	PROFICIENT (3)	DISTINGUISHED or PROFICIENT (3 or 4)*	DISTINGUISHED (4)	DISTINGUISHED (4)
PROFICIENT (3)	EMERGING or PROFICIENT (2 or 3)*	PROFICIENT (3)	PROFICIENT (3)	PROFICIENT (3)
EMERGING (2)	EMERGING (2)	EMERGING (2)	EMERGING (2)	EMERGING or PROFICIENT (2 or 3)*
INEFFECTIVE (1)	INEFFECTIVE (1)	INEFFECTIVE (1)	EMERGING or INEFFECTIVE (1 or 2)*	EMERGING (2)
	INEFFECTIVE (1)	EMERGING (2)	PROFICIENT (3)	DISTINGUISHED (4)

X-AXIS: Rating on Student Learning and Growth Goals

* Ratings in these areas require an inquiry process in order to determine a summative performance level and Professional Growth Paths.

Summative Performance Levels and Professional Growth Paths

In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersects with Student Learning and Growth (SLG) culminating in a summative performance level which leads to a Professional Growth Path for the teacher.

Based on the summative performance level determined by the Oregon Matrix, the four types of Professional Growth Paths (1-4) are defined as follows:

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

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

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

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

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

Aligned Professional Learning

Data gathered from evaluation systems play a key role in identifying needed professional learning. Evidence from observations and artifacts tied to the district performance rubric as well as educator self-reflections and SLG goals aggregated at the district level can reveal areas of focus for professional learning that will benefit groups of educators. It can also identify those staff who can serve as models or leaders in a particular area of practice.

It is important to keep in mind that professional learning occurs in many ways. Job-embedded professional learning, when done well with support from leadership, can result in powerful learning. This can include coursework, peer observation and feedback, and participation in collaborative learning.

School and district administrators support professional learning by

- Cultivating a diverse staff that possesses understanding of the developmental needs of every student.
- Providing multiple types of professional learning opportunities that support the goals and development of each staff member.
- Instituting processes for reflection and feedback that are strengths-based and focused on growth.

Timeline: Probationary Teacher – Evaluation Cycle

Evaluation Cycle	Timeline
Self-Assessment and Goal Setting • Teacher self-assesses using the professional standards rubric – *form in Frontline Professional Growth* • Teacher reviews student data and develops two student learning and growth goals using the SMART format (SMART – Specific, Measurable, Appropriate, Relevant, & Time-Bound) and one professional growth goal – *form in Frontline Professional Growth* • Teacher and Administrator meet; goals need to be reviewed using the SLG Goal Quality Checklist (see pg. 9)	By November 1
Observations & Collection of Evidence • Minimum of one (1) formal observation required -*(documented in Frontline Professional Growth)* • Minimum of five (5) walkthrough observations per year; verbal and written feedback given to the teacher -*(documented in Frontline Professional Growth)* • Collection of evidence can include artifacts of teacher's work throughout this year. Teacher can provide these artifacts to supervisor during the year.	Ongoing throughout the school year
Mid-Point Goal Review • Review of progress toward meeting the teacher's goals, using student data, and identifying any adjustment to strategies and areas for additional support - *form in Frontline Professional Growth* • Teacher and Administrator meet	By February 28
Self-Reflection • Annually teachers will submit a written self-reflection that includes progress they have made on their goals and identifying professional development needs. *Form in Frontline Professional Growth* The teacher can include artifacts that support their reflection, such as student assessment data.	Before final evaluation
Summative Evaluation • Administrator reviews collection of evidence throughout year, teacher's self-reflection and progress toward meeting the goals • Written formal evaluation - - *form in Frontline Professional Growth* • Teacher and Administrator meet; collaboratively score the teacher's performance using the Oregon Matrix Model	By the Friday before the last student day of school

Timeline: Contract Teacher - Evaluation Cycle

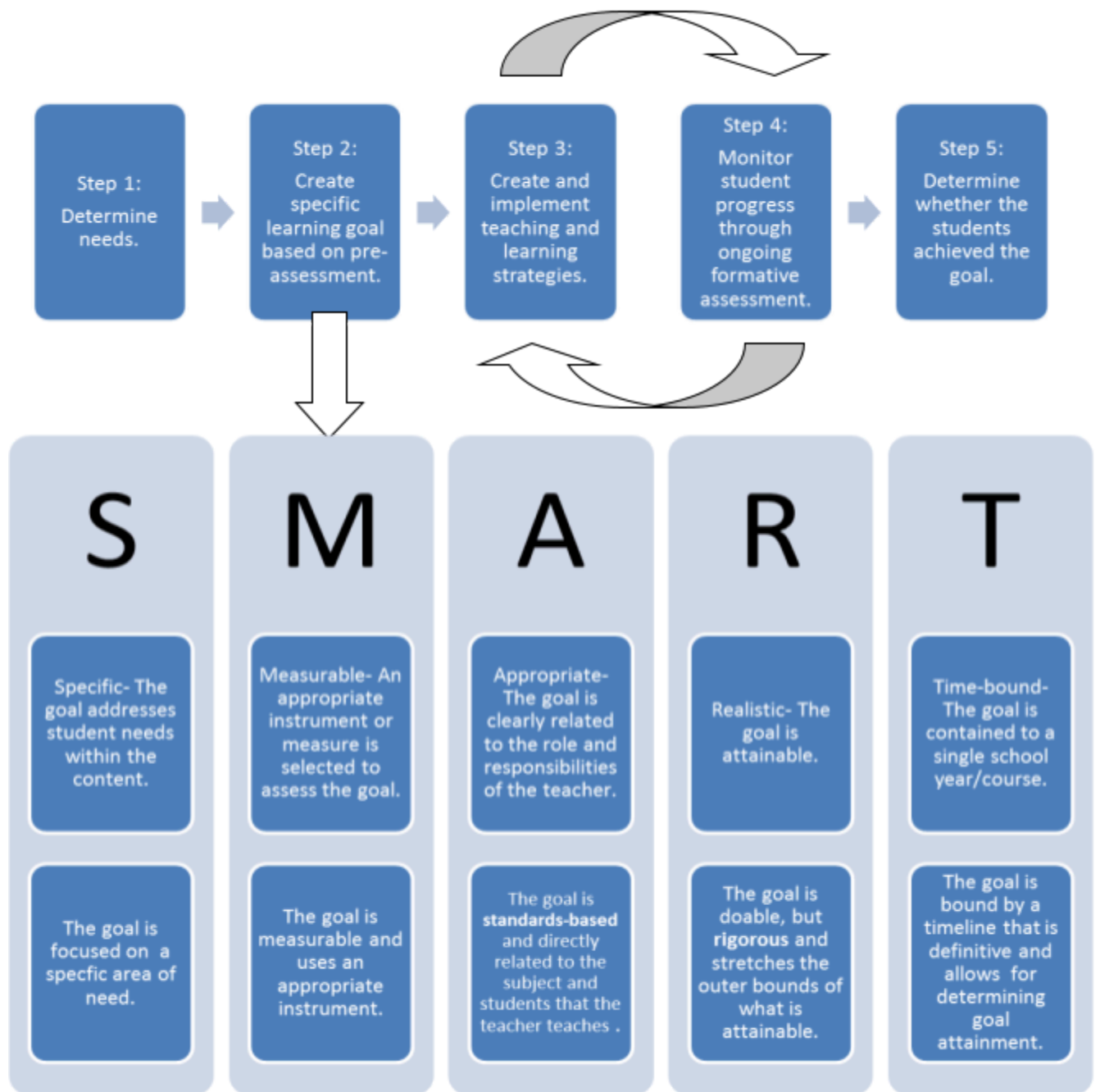| YEAR ONE Informal Evaluation	Timeline
Self-Assessment and Goal Setting ● Teacher self-assesses using the professional standards rubric – *form in Frontline Professional Growth* ● Teacher reviews student data and develops two student learning and growth goals using the SMART format (SMART – Specific, Measurable, Appropriate, Relevant, & Time-Bound) and one professional growth goal – *form in Frontline Professional Growth* ● Teacher and Administrator meet; goals need to be reviewed using the SLG Goal Quality Checklist (see pg. 9)	By November 1
Observations & Collection of Evidence ● Minimum of 2-3 walkthrough observations per year; verbal and written feedback given to the teacher *-(documented in Frontline Professional Growth)* ● Collection of evidence can include artifacts of teacher's work throughout this year. Teacher can provide these artifacts to supervisor during the year.	Ongoing throughout the school year
Mid-Point Goal Review ● Review of progress toward meeting the teacher's goals, using student data, and identifying any adjustment to strategies and areas for additional support - *form in Frontline Professional Growth* ● Teacher and Administrator meet	By February 28
Self-Reflection and Check-in ● Annually teachers will submit a written self-reflection that includes progress they have made on their goals and identifying professional development needs. *Form in Frontline Professional Growth* The teacher can include artifacts that support their reflection, such as student assessment data. ● Teacher and administrator meet to review progress of goals	By the Friday before the last student day of school

YEAR TWO Formal Evaluation	Timeline
Self-Assessment and Goal Setting ● Teacher self-assesses using the professional standards rubric – *form in Frontline Professional Growth* ● Teacher reviews student data and develops two student learning and growth goals using the SMART format	By November 1

(SMART – Specific, Measurable, Appropriate, Relevant, & Time-Bound) and one professional growth goal – *form in Frontline Professional Growth* ● Teacher and Administrator meet; goals need to be reviewed using the SLG Goal Quality Checklist (see pg. 9)	
Observations & Collection of Evidence ● Minimum of 2-3 walkthrough observations per year (with a minimum of 5-6 walkthrough observations over 2 years); verbal and written feedback given to the teacher *-(documented in Frontline Professional Growth)* ● Collection of evidence can include artifacts of teacher's work throughout this year. Teacher can provide these artifacts to supervisor during the year.	Ongoing throughout the school year
Mid-Point Goal Review ● Review of progress toward meeting the teacher's goals, using student data, and identifying any adjustment to strategies and areas for additional support - *form in Frontline Professional Growth* ● Teacher and Administrator meet	By February 28
Self-Reflection ● Annually teachers will submit a written self-reflection that includes progress they have made on their goals and identifying professional development needs. *Form in Frontline Professional Growth* The teacher can include artifacts that support their reflection, such as student assessment data.	Before final evaluation
Summative Evaluation ● Administrator reviews collection of evidence throughout year, teacher's self-reflection and progress toward meeting the goals ● Teacher may use any 2 of the 4 goals for basis of summative evaluation in the two-year cycle ● Written formal evaluation - - *form in Frontline Professional Growth* ● Teacher and Administrator meet; collaboratively score the teacher's performance using the Oregon Matrix Model	By the Friday before the last student day of school

* If at any time performance concerns arise teacher will be guided into the Teacher Improvement Cycle.

** At any time a teacher can be moved to a formal evaluation

Step-By-Step SMART Goal Process

Step 1: Determine needs.

Step 2: Create specific learning goal based on pre-assessment.

Step 3: Create and implement teaching and learning strategies.

Step 4: Monitor student progress through ongoing formative assessment.

Step 5: Determine whether the students achieved the goal.

S

Specific- The goal addresses student needs within the content.

The goal is focused on a specfic area of need.

M

Measurable- An appropriate instrument or measure is selected to assess the goal.

The goal is measurable and uses an appropriate instrument.

A

Appropriate- The goal is clearly related to the role and responsibilities of the teacher.

The goal is **standards-based** and directly related to the subject and students that the teacher teaches .

R

Realistic- The goal is attainable.

The goal is doable, but **rigorous** and stretches the outer bounds of what is attainable.

T

Time-bound- The goal is contained to a single school year/course.

The goal is bound by a timeline that is definitive and allows for determining goal attainment.

Improvement Cycles

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

*Probationary teachers: the teacher may be placed on a Structured Support Process.

*Contract teachers: the teacher may be placed on Administrator-Selected Goals if concerns are identified during the informal evaluation process; or if concerns are identified in the formal evaluation, a contract teacher may be placed on a Program of Assistance.

The Structured Support Process, Administrator-Selected Goals, and Programs of Assistance are all designed to clarify expectations and identify specific activities and support to help the teacher address the areas of concern. These processes also set forth specific timelines with check-in meetings so the teacher can receive ongoing feedback about progress toward meeting the goals.

Probationary Teacher Improvement Cycle
(Structured Support Process)

Performance Concerns(s) Meeting
- Administrator shares concerns and expectations.
- Administrator identifies timeline and explains resources available to support improvement.
- Administrator identifies the timeline of observations and meetings.

- Check-in meetings for feedback
- Informal observations
- Formal observation(s)
- Final meeting

Goals Met
Return to Probationary Professional Growth Cycle.

Progress, but Goals Not Completely Met
Continue with Improvement Cycle.

Goals Not Met
Non-Renewal

Additional Concerns Identified
Continue with Improvement Cycle.

Contract Teacher Improvement Cycle

Performance Concern(s) Meeting

- Administrator shares concerns and expectations.
- Administrator identifies improvement pathway and resources available to support improvement.
- Administrator identifies timeline for improvement.

For concerns identified through informal evaluation process:

Administrator-Selected Goal(s)

The Formal Evaluation Process

Improvement Goals Met	Improvement Goals Not Met
Return to growth cycle.	Move to Program of Assistance.

For concerns identified through formal evaluation process:

Program of Assistance (POA)

Written final summary

POA Goals Met	POA Goals Not Met
Return to growth cycle.	Options: - Extend POA - Non-extension of contract - Dismissal

* At any time a teacher can be moved to a formal evaluation.