



LICENSED  
PROFESSIONAL  
DEVELOPMENT HANDBOOK

*Professional Growth and Evaluation*

October **2014**

Oregon Trail School District



# INTRODUCTION TO THE OREGON TRAIL SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT HANDBOOK

The purpose of this Professional Development Handbook is to outline procedures and processes for continued professional growth for all licensed staff. It includes professional development opportunities as well as performance evaluation.

This Handbook is divided into two Parts:

Part 1 Details the complete performance evaluation processes and cycles for licensed staff.

Part 2 Explains the many professional development opportunities that are offered to staff in Oregon Trail School District.

Oregon Trail School District acknowledges the dedicated efforts of the Evaluation team, an ongoing Committee comprised of licensed and administrative staff whose hard work and expertise created this Handbook. Their commitment to the continual development of professional staff is greatly appreciated.

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# PART 1

## Professional Growth and Evaluation



# SECTION

## Glossary of Staff and Evaluation Terms Levels of Performance

**LICENSED STAFF**

Educators of the District hired under the rules and guidelines of State licensure requirements. All educators and administrators are licensed staff.

**ADMINISTRATORS**

Administrators include principals, assistant principals, and District personnel responsible for observation and evaluation of staff.

**EDUCATORS**

All non-administrative licensed staff. ("Educators" include counselors, media specialists, and other licensed specialists.)

**TEMPORARY EDUCATOR**

A licensed educator employed to fill a position designated as temporary, or experimental, or which occurs after the opening of school because of unanticipated enrollment, death, disability, retirement, resignation, or dismissal of a permanent or probationary educator, or for an educator on an approved leave of absence.

**PROBATIONARY EDUCATOR**

A probationary educator is any educator who is not a contract educator. The probationary period lasts for a minimum of three years in the Oregon Trail School District before an educator reaches contract status.

**CONTRACT EDUCATOR**

Any educator who has been regularly employed by Oregon Trail School District for a period of not less than three successive probationary years and who has been re-elected by the District after successful completion of the probationary service.

**EDUCATOR LEADER**

Any educator who is Exemplary on their performance evaluation is eligible to be an educator leader.

**TEACHER ON SPECIAL ASSIGNMENT (TOSA)**

A TOSA can be any educator (not just a classroom teacher) who fills a temporary assignment or special duty outside of the classroom or regular job description and who is not subject to the tenets of the licensed agreement while on temporary assignment.

**JOB DESCRIPTION**

A statement which outlines the duties and responsibilities assigned to an educator.

## EVALUATION TERMS

### **FRAMEWORK FOR PROFESSIONAL PRACTICE**

The domains, components, and levels of performance adopted by the Oregon Trail School District that define the expectations for performance for all educators. These standards of professional practice and levels of performance are the key components of the Educator's Summative Evaluation.

### **PROFESSIONAL GROWTH PLAN (PGP)**

Educators develop an annual professional growth plan by October 15 with their administrator. The PGP includes a minimum of three growth goals, a statement describing the assessments the educator will use to evaluate the goals, how the goals impact student learning, and what activities the educator will participate in to achieve the goal. Goals will be written using the SMART goal format.

At the end of each school year, the educator reviews the PGP and a reflection on the growth made and/or progress toward achieving each goal is submitted to the educator's supervisor. The reflection is discussed and is part of the summative evaluation.

The PGP may also be used to fulfill the Continuing Professional Development requirements for licensure renewal.

### **INITIAL SUPERVISION CYCLE**

The Initial Supervision Cycle is a one-year cycle used for probationary and temporary educators. This cycle includes: self-assessment, a written PGP to include at least three SMART goals based on the assessed levels of performance on the components, mini-observations with feedback throughout the year, self-reflection, and a summative evaluation.

### **SUPERVISED CYCLE**

The Supervised Cycle is a one-year cycle for educators who have contract status but are not *Proficient* in key components and/or key domains. This cycle includes: a self assessment, a written PGP with at least two required SMART goals based on assessed level of performance on the components and one SMART goal of choice, which may be either another area needing improvement or a building/district/PLC/grade level/department goal. Mini observations with feedback throughout the year, annual self-reflection, and a summative evaluation are also included. The formal summative statement is the Educator's Summative Evaluation.

**INDEPENDENT CYCLE**

The Independent Cycle is a two-year cycle used for educators who have contract status and are *Proficient/Exemplary* on all domains and components. This cycle includes: a self-assessment, a written PGP with at least two SMART goals, mini observations with feedback throughout the year, the possibility of a peer review, annual self-reflections, and a summative evaluation. The formal summative statement is the Educator's Summative Evaluation.

Approved activities in the Professional Growth Plan may also count toward meeting the Continuing Professional Development requirement for licensure renewal.

**FORMAL OBSERVATION**

A scheduled observation of an educator's performance by an administrator, which might include a pre-conference and is followed by a post-observation conference. Formal observations are *optional* unless requested by the administrator or the educator.

**MINI OBSERVATIONS**

These are unannounced observations of an educator's performance by an administrator which do not require a pre-conference, lasts approximately 5-20 minutes, and is followed with feedback. Feedback will be provided in a timely manner through discussion, written e-mail or a post-observation conference.

**PRE-CONFERENCE**

This is an *optional* formal meeting between the educator and administrator for the purpose of discussing the planned observation. Either an administrator or educator can request that a pre-conference be held.

**POST-OBSERVATION CONFERENCE**

This is a formal meeting between the educator and the administrator to review the results of the observation. Post observation conferences occur for two of the mini-observations conducted during the year for educators on the Initial cycle. Written identification and recognition of goals/objectives met and suggested refinements are discussed.

## LEVELS OF PERFORMANCE

### Exemplary

Educators at this level demonstrate mastery and make contributions to the profession both in and out of the classroom. They operate at a qualitatively different level, where educator and student become a community of learners, with students highly motivated, engaged in learning, and assuming considerable responsibility for their own learning and a positive environment.

### Proficient

The educator understands the concepts underlying the components of the standards and implements them with fidelity. Most experienced, capable educators will regard themselves, and be regarded by others, as performing at this level. *The goal is to have all educators performing at the Proficient or Exemplary level.*

### Below Proficient

The educator appears to understand the concepts underlying the standards and may attempt to implement the elements. Implementation is sporadic, intermittent, or otherwise not entirely successful. The educator's performance is inconsistent and improvement *may* come with experience and/or focused, sustained effort. Additional professional reading, discussion, educator observations, and support by a mentor may assist the educator to become *Proficient*.

### Failure Standards

The educator does not demonstrate an understanding of the concepts underlying the standards. Working on fundamental practices associated with the elements of the standards may or may not enable the educator to grow and develop in this area.

### PERFORMANCE THAT FAILS TO MEET STANDARDS

Contract educators who are not making progress towards demonstrating *Proficiency* may be placed on a Program of Assistance for Improvement (excludes probationary and temporary educators). The administration will write a plan, with educator input, outlining steps to improve the educator's performance toward demonstrating *Proficiency*.

# SECTION

# 2

**Purpose of Supervision and Evaluation**

**Evaluation Responsibility**

**Performance Goals**

**Procedures for Supervision and Evaluation of Educators**

**The Supervision and Evaluation Process**

**Frequently Asked Questions**

## PURPOSE OF SUPERVISION AND EVALUATION

Oregon Trail School District recognizes the importance of evaluation for all educators. Evaluation of educators allows the District to determine the educator's level of performance to support professional growth and development and to improve student achievement. Evaluation also provides insight into needs for district, school-specific, and individual staff development. It further allows the District to judge the effectiveness of its instructional programs. Each administrator receives on-going training to ensure consistency and effectiveness as an evaluator.

The evaluation process is intended to:

- Identify and provide effective feedback on commendable teaching and instructional practices.
- Provide additional strategies for enrichment and enhancement of educators' skills.
- Establish a means for administrators to work cooperatively to improve instruction and to implement state, district, school, and individual goals.
- Outline and define a system that maintains educator accountability.
- Protect educators' rights by ensuring that educators receive the help and assistance they may need to improve and enhance their professional skills.
- Serve as a communication tool for district personnel to establish common understanding and procedures.

## EVALUATION RESPONSIBILITY

Evaluation is conducted solely by district administrators. Administrators may use information from many sources, but the evaluation itself and the documentation are the responsibility of the administrator. Support from educator leaders can be an important part of a professional development program, but is not part of the evaluation process. Educator leaders may be used by educators on the Independent Cycle as part of their Professional Growth Plan and to complete one of the three mini-observations required annually. Observation data and discussion between the educator leader and educator will not be part of the summative evaluation. The educator will write a reflection on the experience to share with the administrator. (See more detail in the section on Independent Cycle.)

The Oregon Trail School Board, the District, and the Oregon Trail Education Association have worked collaboratively to develop the evaluation process and forms.

## PERFORMANCE GOALS

All educators are required to develop and work toward accomplishing performance goals as written on the PGP and complete self-assessments and self-reflections as part of the normal evaluation process.

## PROCEDURES FOR THE SUPERVISION AND EVALUATION OF EDUCATORS

Oregon Trail School District Administration shall provide all educators with copies of the educators' job descriptions and this Handbook. This outline provides information on the procedure to be followed for evaluation. Other information is available in the collective bargaining agreement and from District and school administrators.

### THE SUPERVISION AND EVALUATION PROCESS

Administrators will visit informally, and if needed formally, with the educator to assess performance and to give assistance as it is deemed appropriate. Thoughtful and constructive comments given in an informal manner generally are helpful communications.

1. A specific timeline for observation of temporary, probationary, and contract educators is located in this Handbook.
2. All educators of Oregon Trail School District will be observed annually and provided with feedback using forms or processes approved by the District. Probationary educators will be observed a minimum of four times annually, at least two observations will be followed by a structured post-observation conference and all should be followed with a discussion, written e-mail, or note. Contract educators will be observed according to their supervision cycle. Observation notes, self-reflections and other artifacts will be used to complete the Educator's Summative Evaluation.

#### Mini Observations

- Mini observations for each educator shall be held on or before the dates established in the timeline. Mini observations are unannounced and will usually last between 5 and 20 minutes. **The administrator should observe at various times of the day/period throughout the year.** Observation dates and times can also be suggested and agreed upon if there is a certain component the administrator wants to observe or the educator wants the administrator to observe.
- When practicable, mini observations will be followed by a face-to-face discussion, written notes, e-mail, or a structured post-observation conference as soon as possible. Post observation conferences will be conducted for at least two of the mini-observations for educators on the Initial cycle. Feedback provided to educators should identify strengths observed and review areas for refinements that may be needed. As part of this feedback, the administrator may recommend colleague support or activities as resources to assist the educator.

#### Formal Observations

- A formal observation must be conducted for all educators on an initial or supervised cycle. A formal observation may be requested by the educator or administrator for an independent cycle. At least two days notice must be given prior to the scheduled formal observation. The administrator and educator may mutually agree upon an exception to the two days' advance notice.

- Educators will be asked to sign all observation forms. An educator's signature is only an acknowledgment that the form has been discussed and the educator has received a copy. Educators may add their own comments. Responses must be dated and witnessed and a copy given to the administrator.
  - Copies of the formal observation forms for the four mini observations shall go to the educator and into the educator's working file.
3. Evaluation of an educator is a summary of data gathered during the evaluation cycle which consists of: mini observations, analysis of goal(s) attainment, assessment of the educator's performance on the Framework for Professional Practice (standards and criteria), teaching responsibilities (job description), and other artifacts. Summative evaluations must be completed at the end of each educator's supervision cycle.
  4. There are a minimum total of four mini-observations for probationary and temporary educators. Contract educators on a supervised cycle shall receive three mini-observations and educators on an independent cycle shall receive two. The Educator's Summative Evaluation must be completed at the end of the educator's evaluation cycle.
  5. All educators will have a completed Summative Evaluation form placed in their personnel file at the end of their designated cycle. Specific areas of the evaluation form needing special consideration are:
    - Examples used to describe the educator's level of performance on the Framework for Professional practice for each component.
    - A statement describing professional development and growth, or lack thereof.
    - Identification of any areas needing development/growth. Both parties are encouraged to reach a mutually agreeable plan for achieving educator's success.
    - Educator's response, if desired, must be attached to the evaluation form within five working days of receiving the written evaluation form. All responses are to be signed and dated by the educator. This response will be included in the personnel file.
  6. The following personnel have access to formal evaluation documents of staff:
    - The building administrator(s) and/or supervising administrator(s).
    - The individual educator.
    - District Office administrators and authorized confidential personnel.
    - Association representatives and educator's legal counsel, if written permission is given by educator.

- Oregon Trail School Board members and other authorized individuals according to Board Policy GCN/GDN.
7. Multiple evaluations in the personnel file of an individual represent a picture of the educator's progress over a period of time. The record is not shown to future employers or anyone not specifically mentioned as having designated authority.

# SECTION

# 3

**Framework for Professional Practice**

**Framework for Professional Practice – Classroom Educator**

**Framework for Domains Definitions Overview**

**Self-Assessment of Practice – Component Level Descriptors**

**Educator Self-Assessment Form**

Oregon Trail School District has adopted standards and criteria for proficient and ethical performance for all educators. The standards and criteria are called the Framework for Professional Practice.

The four domains are:

- The Learner and Learning
- Content Knowledge
- Instructional Practice
- Professional Responsibility

It is recognized that these standards for proficient and ethical performance can be met through a variety of teaching/learning styles.

This Framework for Professional Practice applies to all general classroom teachers. Other licensed educators, such as counselors, media specialists, speech language pathologists, and other specialists have a Framework for Professional Practice that reflects their job roles and responsibilities. Educators who are working in a Special Education assignment have a fifth domain that includes additional standards and criteria specific to Special Education responsibilities.

All of these additional standards and rubrics can be found at the back of this handbook.

**FRAMEWORK FOR PROFESSIONAL PRACTICE – CLASSROOM EDUCATOR**

• **Domain 1: The Learner and Learning**

**Component 1a: Learner Development**

Elements:

- Assess the needs of students.
- Collaborating with families, colleagues and other professionals.
- Reaching every student according to their specific, unique needs.

**Component 1b: Learning Differences**

Elements:

- Purposeful lesson development
- Use of best practices to meet needs of students of multiple intelligences

**Component 1c: Learning Environment**

Elements:

- Maintain a safe learning environment.
- High academic expectations.
- Purposeful design of routines, room configuration and interactions with student.

**Domain 2: Content Knowledge**

**Component 2a: Content Knowledge**

Element

- Understanding of central concepts, tools of inquiry, and structure of content.
- Creates rigorous learning experiences.
- Develops accessible and meaningful content.

**Component 2b: Application of Content**

Element

- Understands how to connect concepts.
- Uses differing perspectives to engage learners in critical thinking, creativity and collaborative problem-solving.
- Incorporates themes of all content areas into a meaningful, relevant curriculum.

**Domain 3: Instructional Practices**

**Component 3a: Assessment**

Elements:

- Utilizes a wide variety of assessment tools addressing multiple intelligences.
- Effectively balance formative and summative evaluations.
- Create authentic, continuous assessment of learning gains.
- Uses information gained from assessment to address student academic needs.

Component  
**3b: Planning  
for  
Instruction**

- Elements:
  - Plan instruction that supports every student in meeting rigorous learning goals.
  - Utilizes knowledge of content areas, curriculum, standards, and best practices, as well as knowledge of learners and the community context.
  - Revisits plans and frequently adjusts plans to meet student needs.

Component  
**3c:  
Instructional  
Strategies**

- Elements:
  - Understanding and implements a wide variety of instructional strategies that reach all students and foster a deep understanding of content.

**Domain 4: Professional Responsibility**

Component **4a: Professional Learning and Ethical Practices**

- Elements:
  - Actively participates and notably contributes in the entire school community.
  - Seeks out opportunities to grow and collaborate as an educator.
  - Demonstrates impeccable ethics and professionalism to all involved in the school community.

Component **4b: Leadership and Collaboration**

- Elements:
  - Consistently seeks out leadership roles and opportunities to collaborate with others for the purpose of taking responsibility for student learning and to advance the profession of education.

## FRAMEWORK FOR DOMAIN DEFINITIONS OVERVIEW

### Domain 1: The Learner and Learning

The components in Domain 1 describe how a teacher organizes the content students are supposed to learn – how the teacher designs instruction. This domain covers all aspects of instructional planning, beginning with a deep understanding of content and pedagogy and an understanding and appreciation of students and what they bring to educational encounters. Beyond simply understanding the content, teachers are responsible for engaging students in learning it.

Instructional design transforms content into sequences of activities and exercises that make it accessible to students. All elements of instructional design – learning activities, materials, and strategies – must be appropriate to both the content and the students and align with larger instructional goals. In addition, the content and process of assessment techniques must reflect the instructional outcomes, and they should document student progress during and at the end of the lesson. In designing assessment strategies, teachers must consider how to use assessments formatively so that they provide diagnostic opportunities. If students can demonstrate their level of understanding during an instructional sequence, teachers can make instructional adjustments.

Teachers who excel in this area have the ability to create classrooms in which students feel safe and comfortable. An atmosphere of warmth and caring coexists with professionalism: the teacher and students work together to effectively and efficiently deal with classroom management, behavior, and procedures.

Teachers who operate at the proficient and exemplary levels in Domain 1 show genuine concern for their students' needs and abilities both within and outside the classroom. Their students consider these teachers to be adults who believe in their learning potential, care about them personally, and are reliable sources of support for their learning.

### Domain 2: Content Knowledge

Teachers who successfully execute the components of Domain 2 prepare plans that are suitable to their students, grounded in deep understanding of the content, aligned with state standards, and designed to engage students in important work.

### Domain 3: Instructional Practices

Domain 3 comprises the components that are at the core of teaching and reflects the primary mission of schools to enhance student learning. Each of the components in this domain represents a distinct aspect of instructional skill. The components are unified through a vision of students developing complex understanding and participating in a community of learners.

In the larger framework for teaching, Domain 3 represents the implementation of the plans that teachers designed in Domain 1. In Domain 3, teachers demonstrate through their instructional skills that they can successfully implement those plans.

Accomplished teachers engage their students in meaningful work, which carries significance beyond the next test and which can provide the skills and knowledge necessary for answering important questions or contributing to important projects. Such work is real and significant, and it is important to students and to teachers.

#### **Domain 4: Professional Responsibility**

The components of Domain 4 are associated with being a true professional educator, encompassing the roles that teachers assume in addition to the ones they have in the classroom with students. Although students rarely notice these activities, and parents and the larger community see them only intermittently, they are vital to preserving and enhancing the profession. Educators begin some of these activities, such as maintaining records and communicating with families, as soon as they enter the profession because they are integral to their work with students. Teachers develop other activities, such as participating in a professional community, after their first few years of teaching once they've mastered, to some degree, the details of classroom management and instruction.

The work of professional educators manifestly extends beyond their work in the classroom, and participation in these activities is what separates highly professional educators from their less proficient colleagues. When teachers present evidence of their work in their area – through logs, summaries of their work on school and district committees, or description of workshops for parents – they are frequently surprised and impressed by the extent of their professional engagement.

## COMPONENT LEVEL DESCRIPTORS

### Oregon Trail School District Differentiated Levels of Performance across the InTASC Standard Domains for Certified Staff

Performance Domains	Performance Standards	Excellent 4	Proficient 3	Below Proficient 2	Failing 1
<b>The Learner and Learning</b>	Standard #1: Learner Development	The employee is exceeding the standard: reaching every student and able to assess the needs of all students while collaborating with families, colleagues and other professionals to meet the needs of all students.	The employee is meeting the standard: adequately engaging students; and is able to assess the needs of most students, collaborating with most families, colleagues and other professionals to meet the needs of students.	The employee is making progress toward the standard: inconsistently demonstrates proficiency in engaging students, assessing the needs of students, and collaborating with families, colleagues and other professionals to meet the needs of students.	The employee is failing the standard: ineffective at engaging students, assessing the needs of students, and rarely collaborates with families, colleagues and other professionals to meet the needs of students.
	Standard #2: Learning Differences	The employee is exceeding the standard: purposefully designing lessons that meet the needs and multiple intelligences of all students utilizing best practices.	The employee is meeting the standard: sufficiently designing lessons that mostly meet the needs and multiple intelligences of most students utilizing best practices.	The employee is making progress toward the standard: designing lessons and utilizing best practices that sporadically meet the needs and multiple intelligences of most students, or meeting the needs of few students.	The employee is failing the standard: poorly designing lessons and rarely utilizing best practices that meet the needs and multiple intelligences of students.
	Standard #3: Learning Environments	The employee is exceeding the standard: superbly maintains a safe learning environment with high academic expectations; room set-up, routines, and interactions with students are always	The employee is meeting the standard: adequately maintains a safe learning environment with high academic expectations; room set-up, routines, and interactions with students are consistently purposeful	The employee is making progress toward the standard: inconsistently maintains a safe learning environment with high academic expectations; room set-up, routines, and interactions with	The employee is failing the standard: a safe learning environment with high academic standards is rarely present; poorly maintained classroom environment, including room set-up; classroom routines are rarely

		purposeful and planned to meet the various needs of all students.	and planned to meet the various needs of most students.	students are inconsistently planned or do not consistently meet the various needs of most students; students inconsistently demonstrate knowledge of routines and expectations.	purposeful or planned; and students often demonstrate confusion about expectations.
<b>Content Knowledge</b>	Standard #4: Content Knowledge	The employee is exceeding the standard: exemplary understanding of central concepts, tools of inquiry, and structure of content. Frequently creates rigorous learning experiences that make content accessible and meaningful to students while consistently achieving student mastery.	The employee is meeting the standard: sufficient understanding of central concepts, tools of inquiry, and structure of content. Creates learning experiences that make content accessible and meaningful to most students, helping most students achieve mastery.	The employee is making progress toward the standard: Limited understanding of central concepts, tools of inquiry, and structure of content. Seldom creates learning experiences that are accessible and meaningful to students. Students infrequently achieve mastery.	The employee is failing the standard: very limited understanding of central concepts, tools of inquiry, and structure of content. Students infrequently, if ever, have meaningful learning experiences. Lack of knowledge impedes student ability to achieve mastery.
	Standard #5: Application of Content	The employee is exceeding the standard: extensive understanding of connecting concepts and using differing perspectives to engage learners in quality critical thinking, creativity, and collaborative problem solving. Seamlessly incorporates themes of all content areas into a meaningful, relevant curriculum.	The employee is meeting the standard: adequate understanding of connecting concepts and using differing perspectives to engage learners in critical thinking, creativity and problem solving. Sufficiently incorporates themes of additional content areas into curriculum.	The employee is making progress toward the standard: limited understanding of methods to connect concepts and facilitate differing perspectives to engage learners. Insufficient use of cross-curricular content in curriculum.	The employee is failing the standard: minimal understanding of methods to connect concepts and facilitate differing perspectives. Does not engage learners. Infrequently, if ever, incorporates cross-curricular content in curriculum.

<b>Performance Domains</b>	<b>Performance Standards</b>	<b>Excellent 4</b>	<b>Proficient 3</b>	<b>Below Proficient 2</b>	<b>Failing 1</b>
<b>Instructional Practice</b>	Standard #6: Assessment	The employee is exceeding the standard: utilizes a wide variety of assessment tools addressing multiple intelligences, effectively balancing formative and summative evaluations creating authentic, continuous assessment of learning gains, and clearly utilizes information gained from assessment to address student academic needs.	The employee is meeting the standard: adequately uses a number of assessment types. Both formative and summative assessments are present and create an accurate evaluation of student progress. Information gained from assessments is used to sufficiently address student academic needs.	The employee is making progress toward the standard: uses limited types of assessment. Formative and summative assessments are erratic and show little relationship to each other. Limited information gained from assessment is used to address student academic needs.	The employee is failing the standard: does not utilize assessment to address student academic needs. Formative and summative assessments are missing or completely ineffective.
	Standard #7: Planning for Instruction	The employee is exceeding the standard: purposefully plans instruction that supports every student in meeting rigorous learning goals. Routinely utilizes knowledge of content areas, curriculum, standards, and best practices, as well as knowledge of learners and the community context. Consistently revisits plans and frequently adjusts plans to meet student needs.	The employee is meeting the standard: sufficiently develops plans for instruction that meet learning goals for most students, addresses curriculum goals, standards, and most individual student needs. Learning goals are revisited and adjusted to meet the needs of the students.	The employee is making progress toward the standard: plans for instruction are limited and inconsistent, meeting the needs of few students. Knowledge of curriculum, standards, and best practices is inconsistent. Learning goals are rarely adjusted to meet changing student needs.	The employee is failing the standard: does not develop useful lesson plans. Lessons do not meet the needs of students, content standards, and/or the curriculum. The employee does not have learning goals for driving lessons.

	Standard #8: Instructional Strategies	The employee is exceeding the standard: demonstrates an exceptional understanding and implements a wide variety of instructional strategies that reach all students and foster a deep understanding of content.	The employee is meeting the standard: demonstrates a basic knowledge of instructional strategies and implements some of them. Instructional strategies reach the majority of the students and foster a solid understanding of content.	The employee is making progress toward the standard: demonstrates a limited knowledge of instructional strategies. Implementation of these strategies is seldom and inconsistently leads to student understanding.	The employee is failing the standard: does not possess knowledge of effective instructional strategies. Instructional strategies are haphazardly implemented and do not lead to meaningful student understanding.
Professional Responsibility	Standard #9: Professional Learning and Ethical Practice	The employee is exceeding the standard: actively participates and notably contributes in the entire school community. Effectively seeks out opportunities to grow and collaborate as an educator, demonstrates impeccable ethics and professionalism to all involved in the school community.	The employee is meeting the standard: participates and contributes to multiple aspects of the school community, participates in opportunities to grow and collaborate, demonstrates admirable ethics and professionalism.	The employee is making progress toward the standard: occasionally contributes to the school community, is sometimes reluctant to grow and collaborate, demonstrates basic ethics and professionalism	The employee is failing the standard: does not contribute to the school community, fails to grow as educator or collaborate with others, and demonstrates a lack of ethics and professionalism.
	Standard #10: Leadership and Collaboration	The employee is exceeding the standard: consistently seeks out leadership roles and opportunities to collaborate with others for the purpose of taking responsibility for student learning and to advance the profession of education.	The employee is meeting the standard: demonstrates leadership and participates in opportunities to collaborate with others for the purpose of taking responsibility for student learning and to advancing the school community.	The employee is making progress toward the standard: seldom demonstrates leadership or participates in opportunities to collaborate. The employee is hesitant to work with others to take responsibility for student learning and school community,	The employee is failing the standard: does not demonstrate leadership and is unwilling to collaborate or obstructs the collaborative processes. The employee is unwilling to work with others to take responsibility for student learning and hinders the school community.

# SECTION

**4**

Differentiated Supervision and Evaluation  
Cycles, Processes, and Timelines

Supervision and Evaluation Process

Initial Supervision Cycle

Supported Supervision Cycle

Independent Supervision Cycle

Optional Peer Coaching

Optional Peer Coaching Process

## OREGON TRAIL SCHOOL DISTRICT EVALUATION CYCLE

	<b>INITIAL PLAN</b> <i>(Probationary and Temporary)</i>	<b>SUPERVISED PLAN</b> <i>(Contract Status)</i>	<b>INDEPENDENT PLAN</b> <i>(Contract Status)</i>
<b>Definition</b>	Educators who are new to the profession and/or new to the OTSD are on a three-year probationary period. This initial supervision plan is also for educators on a temporary contract with the district. The primary goal for this supervision plan is to offer the educator more support during the probationary time.	Educators on this supervision plan are contract status teachers who haven't reached the proficient level in all domains. Educator's performance is progressing. Additional growth is targeted for some or a few of the components in the domains and the educator is ready to identify one area for self-directed professional growth.	Educator performance in all domains is proficient. With support from supervisors, educators design and execute an independent program for professional growth that aligns with their self-assessment, goals and provides opportunities for analysis and reflection.
<b>Cycle</b>	One year	One year	Two years
<b>Self-Assessment Using the Standards for Teaching Rubric</b>	Annually at beginning of cycle. Completed using the district's Standards for Teaching Rubric.	Annually at beginning of cycle. Completed using the district's Standards for Teaching Rubric.	Completed at beginning of cycle using the district's Standards for Teaching Rubric.
<b>Goals</b>  Developed by Oct. 15 of each year	Selected and guided by supervisor. At least Three SMART Goals; each one is identified as growth area from self-assessment.	Mutually developed by supervisor and educator. At least three SMART goals: one or two will be identified as areas of improvement based upon the domains that are not yet proficient and the other goal may be either another area of improvement or a building, district, PLC, grade level or	At least two SMART goals selected by educator and approved by supervisor. Goals can be from domains/components, building goal, district goal, or PLC/grade/dept goal.

		department goal.	
<p><b>Professional Growth Plan</b></p> <p>Developed by Oct. 15 of each cycle</p>	Written every year based on achievement of goals.	Written every year based on achievement of goals.	Written every two years and reviewed annually. Goals can be revised as needed.
<p><b>Self-Reflection on PGP &amp; Goals</b></p> <p>Due 5/15</p>	Annually in the spring as a way to reflect on progress and/or achievement of PGP and goals.	Annually in the spring as a way to reflect on progress and/or achievement of PGP and goals.	Annually in the spring as a way to reflect on progress and/or achievement of PGP and goals.
<p><b>Observations</b></p>	<p>A minimum of 4 mini-observations over the year.</p> <p><u>Dates*</u>                  2 minis by December 15                  1 Formal by March 1                  2 minis by May 15</p> <p>Formal observation required.</p> <p>*Dates are <u>guidelines</u> to ensure observations are spread throughout the school year.</p>	<p>Minimum of 3 mini-observations over the year.</p> <p><u>Dates*</u>                  2 by December 15                  1 Formal by March 1                  1 mini by May 15</p> <p>Formal observation required.</p> <p>*Dates are <u>guidelines</u> to ensure observations are spread throughout the school year.</p>	<p>A minimum of 2 mini-observations to be completed each year. A peer may complete one of those observations each year of the cycle. An administrator will complete all other observations.</p> <p><u>Dates*</u>                  1 by December 15                  1 by May 15</p> <p>Formal observation as requested by administrator and /or educator in addition to mini-observations.</p> <p>*Dates are <u>guidelines</u> to ensure observations are spread throughout the school year.</p>

**Section 4**

<b>Checkpoints</b>			
	<p>October 15</p> <ul style="list-style-type: none"> <li>• Educator submits Self-Assessment Form</li> <li>• Educator submits PGE</li> </ul> <p>November 1</p> <ul style="list-style-type: none"> <li>• Educator meets with administrator to discuss Self-Assessment and PGE</li> </ul> <p>September-May</p> <ul style="list-style-type: none"> <li>• Administrator completes mini-observations</li> <li>• Educator receives feedback from mini-observations.</li> <li>• Feedback from at least two of the mini-observations will be face to face</li> </ul> <p>May 15</p> <ul style="list-style-type: none"> <li>• Educator submits Self-Reflection on PGE</li> </ul> <p>June 15</p> <ul style="list-style-type: none"> <li>• Educator receives Summative Evaluation from administrator</li> </ul>	<p>October 15</p> <ul style="list-style-type: none"> <li>• Educator submits Self-Assessment Form</li> <li>• Educator submits PGE</li> </ul> <p>November 1</p> <ul style="list-style-type: none"> <li>• Educator meets with administrator to discuss Self-Assessment and PGE</li> </ul> <p>September-May</p> <ul style="list-style-type: none"> <li>• Administrator completes mini-observations</li> <li>• Educator receives feedback from mini-observations.</li> <li>• Feedback from at least two of the mini-observations will be face to face</li> </ul> <p>May 15</p> <ul style="list-style-type: none"> <li>• Educator submits Self-Reflection on PGE</li> </ul> <p>June 15</p> <ul style="list-style-type: none"> <li>• Educator receives Summative Evaluation from administrator</li> </ul>	<p>October 15</p> <ul style="list-style-type: none"> <li>• Educator submits Self-Assessment Form (Only first year of cycle)</li> <li>• Educator submits PGE (Annually)</li> </ul> <p>November 1</p> <ul style="list-style-type: none"> <li>• Educator meets with administrator to discuss Self-Assessment and PGE</li> </ul> <p>September-May</p> <ul style="list-style-type: none"> <li>• Administrator completes mini-observations</li> <li>• Educator receives feedback from mini-observations.</li> <li>• Feedback from mini-observations may be face to face, via email, from written notes, etc.</li> </ul> <p>May 15</p> <ul style="list-style-type: none"> <li>• Educator submits Self-Reflection on PGE</li> </ul> <p>June 15</p> <ul style="list-style-type: none"> <li>• Educator receives Summative Evaluation from administrator (Only second year of cycle)</li> </ul>

## Initial Supervision Cycle for Probationary/ Temporary Educators

The Initial Supervision Cycle is for probationary and temporary educators. The components of this supervision and evaluation cycle are required for educators who are in the first three years in the District or who are hired as temporary educators. The purpose of this cycle is to provide a structured process to support the educator's development of skills as they begin their teaching career in the District and to assure that the educator meets the District's expectations for performance. The focus of the plan includes self-reflection by the educator to identify areas of strengths and areas for growth, SMART goal setting in collaboration with the administrator, and mini observations to support and monitor progress. While probationary educators must meet all District performance standards, specific priority will be given to the targeted standards identified during their probationary status.

### **Implementation of the Initial Supervision Cycle**

Each fall of the annual cycle, the educator will complete a self-assessment and be prepared to share it with the administrator at the goals setting conference. The administrator will review the self-assessment, include areas identified from past evaluations or observations, if available, and target domains and components that the educator needs to demonstrate growth. During each annual cycle, the administrator will conduct at least four (4) mini observations, of which two mini observations will be followed by a post observation conference. At the end of each annual cycle, the educator will complete a summative self-reflection on the targeted goals and the components.

The educator will remain on this cycle during the probationary period. Educators who successfully complete the probationary period will move to a Supported or Independent Cycle. Educators who do not successfully complete the probationary period will most likely be non-renewed.

### **STEPS:**

#### **Self-Assessment:**

A self-assessment will be completed by the educator to share at the goal setting conference.

**Goal Setting:**

At least three goals are written using the SMART goal format based on the Oregon Trail School District's Framework for Professional Practice. The educator and administrator collaboratively write goals on targeted domains for professional growth. When writing these goals, educators are to use the data from the Self-Assessment Worksheet (required), and the "How to Write a SMART Goal" instructions. Goals are to be submitted to their administrator no later than October 15<sup>th</sup>. Educators on this cycle have the option to collaborate with their administrator to change or modify the goal if needed. The educator and administrator will discuss activities, timelines, and methods for monitoring progress. Goals may be changed in accordance with goal-setting guidelines established herein as late as December 15<sup>th</sup> of each year.

**Mini Observations**

Progress towards meeting proficiency on the Framework for Professional Practice will be monitored by using mini observations.

The observation includes:

- Unannounced classroom visits of at least 5 minutes, usually not more than 20 minutes.
- A minimum of four mini observations will be conducted annually during the probationary period.
- Notes or data may be collected during the observation.
- Feedback will be provided after each mini observation with a face-to-face discussion, written notes, or e-mail.
- At least two of the mini observations will be followed by a post observation conference. This conference provides the educator with feedback using objective, observable data. The purpose is to reinforce strengths and to stimulate inquiry for changes that could be made to improve practice. Written feedback will be provided following the conference.

**Evaluation:**

By March 1, educators will receive a written evaluation from their administrator on the Educator's Summative Evaluation Form. This will be placed in the educator's personnel file at district office.

**Self-Reflection:**

By May 15, each educator will complete a self-reflection on progress made toward goals. This will be placed in the educator's working file.

## Required Documentation

- **Self-Assessment** will be completed to develop the Professional Growth Plan. (Placed in working file)
- **Written goals** will be included in the Professional Growth Plan. (Placed in working file)
- **Data** from mini observations must be shared with the educator. (Placed in working file)
- **Post-Observation Summaries** for mini observations may come by way of a hard copy with the administrator's signature or via an email that is acknowledged through an electronic receipt.
- **End of Cycle Self-Reflection Form** will be shared at the final evaluation conference each year. (Placed in working file)
- **Summative Evaluation** with original signatures of educator and administrator. (Placed in personnel file)

## Formal Observation

The formal observation process consists of three phases: a pre-observation conference, a classroom observation, and a post-observation conference. Components of these three phases are as follows:

### *Phase 1: Pre-Observation Conference (Optional)*

This activity, sometimes referred to as the planning conference, consists of the educator providing a lesson plan to the administrator for the purpose of creating a shared understanding of the following criteria:

- |   |  |
|---|--|
| • Objectives of the lesson with related standard      | • Length of visit                                    |
| • Student activities planned                          | • Assessment strategy to be used                     |
| • Mechanics (e.g., date, time, setting, arrangements) | • Techniques or tools to be used for data collection |

It is recommended that administrator use the performance standards rubric as a regular observation tool to indicate progress along the continuum over time from one observation to another.

These common data-gathering techniques or tools may be employed:

- Audio or video tape analysis
- Verbal flow studies
- Movement pattern charts
- Educator questioning strategies
- Educator feedback patterns
- On-task analysis
- Performance standards rubric
- Pupil observation survey
- Interaction analysis
- Verbatim or selected verbatim
- Transcripts
- Computer generated tools such as ECove (<http://www.ecove.net/>)
- Other

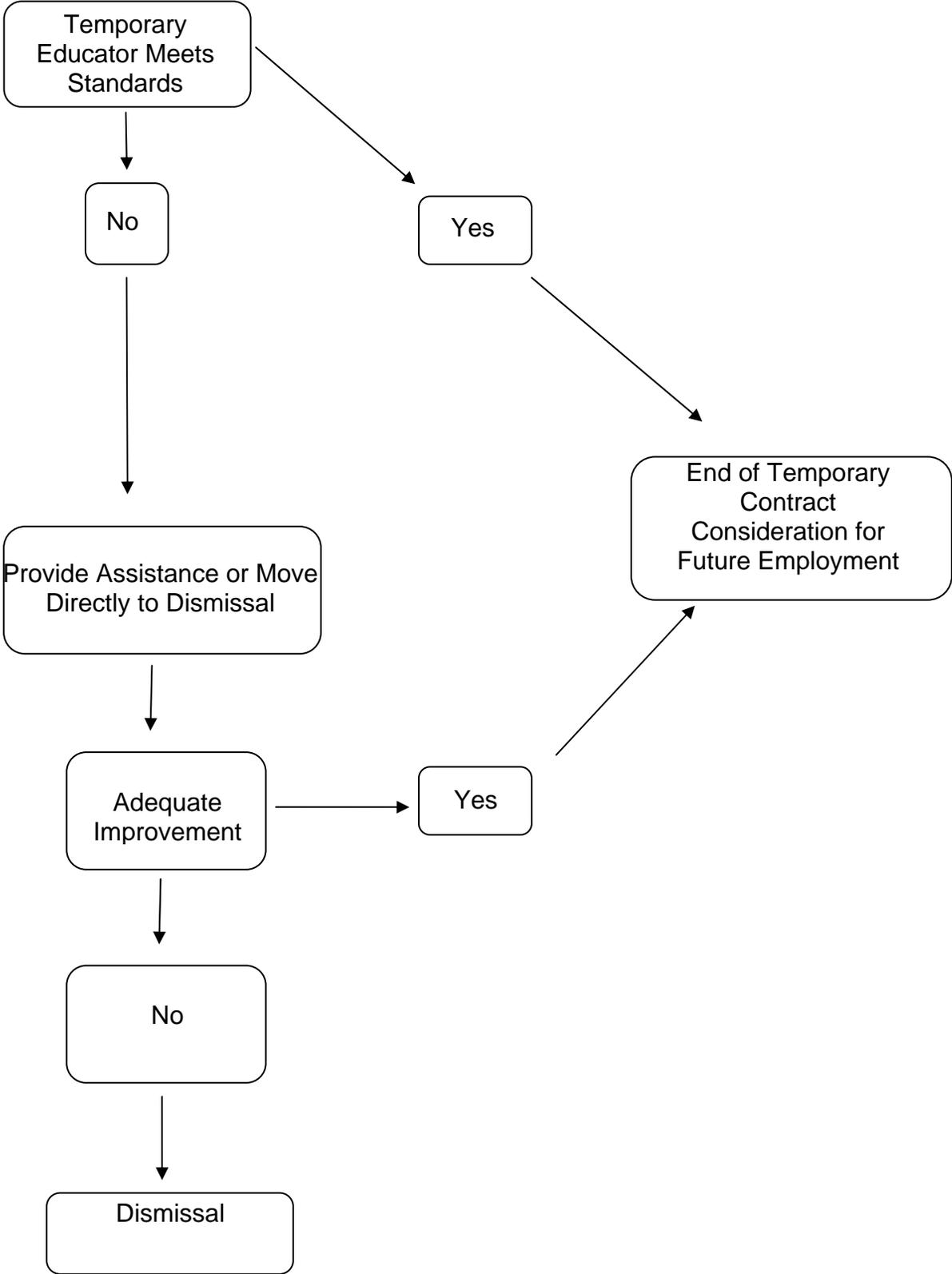
#### *Phase 2: Observation*

This is a scheduled observation to collect data.

#### *Phase 3: Post-Observation Conference*

This conference provides the educator with feedback using objective, observable data. The purpose is to reinforce strengths and to stimulate inquiry for changes that could be made to improve practice. Written feedback will be provided following the conference.

### TEMPORARY EVALUATION PROCESS

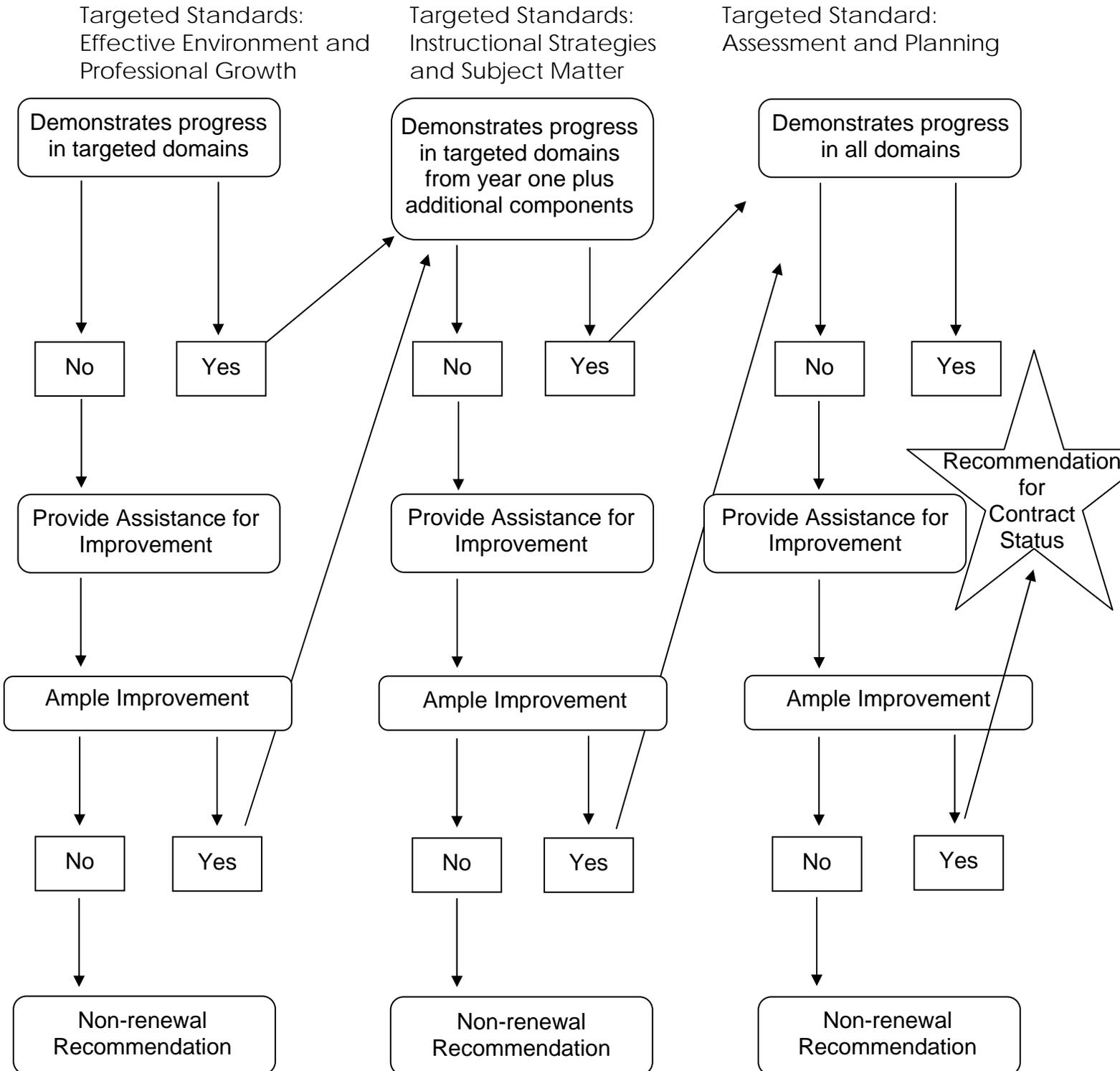


## PROBATIONARY EVALUATION PROCESS

*Probationary: Year 1*

*Probationary: Year 2 or  
Probationary 1 educators  
with three years of  
experience and new to  
Oregon Trail*

*Probationary: Year 3*



## Supervised Cycle For Contract Educators Making Progress towards Proficiency

### Overview:

This one-year cycle is for educators who have contract status and are not *Proficient* in key components or in key domains, are on their first year of contract status, on cycle, or have been selected by the principal to go on cycle during the pilot year of the new system. This cycle includes a self-assessment at the beginning of the cycle. A written PGP with at least two required SMART goals based on the assessed level of performance on the components and one SMART goal of choice, which may be either another area needing improvement or building/ district/ PLC/ grade level/department goal. Four mini observations over the one-year cycle will occur. Following at least one of the mini observations, a post observation conference will be held. For the remaining mini observations, feedback will be provided through a face-to-face discussion, written notes, or e-mail. An annual self-reflection and a summative evaluation are also included. The formal summative statement is the Educator's Summative Evaluation.

### **STEPS:**

#### Self-Assessment:

A self assessment will be completed by the educator to share at the goal setting conference.

**Goal Setting:**

At least three goals are written using the SMART goal format based on the Oregon Trail School District's Framework for Professional Practice. The educator and administrator collaboratively write the first goal on targeted domains for professional growth. While one of the goals is designed by the educator with a self-directed focus, it may also be targeted for professional growth with input from the administrator. When writing this goal, educators are to use the data from the Self-Reflection Worksheet (required), and the "How to Write a SMART Goal" instructions. Goals are to be submitted to their administrator no later than October 15<sup>th</sup>. Educators have the choice to design a third goal of their choosing if both SMART Goals are targeted for professional growth. Educators on this cycle also have the option to collaborate with their administrator to change or modify the goal(s) if needed. The educator and administrator will discuss activities, timelines, and methods for monitoring progress. Activities and methods may include:

- In-Service, Workshops, Staff Development
- Reflective Journals
- Observation and Conferences
- Action Research Study
- Mentoring
- Small Group-Independent
- Peer Coaching
- Professional Documents
- Video and/or Audiotape Analysis
- Projects

The decision about the approach an educator pursues in order to grow professionally and the component of the plan is mutually agreed upon by educator and administrator.

**Mini Observations**

Progress towards meeting proficiency on the Framework for Professional Practice will be monitored by using mini observations.

The observation includes:

- Unannounced classroom visits of at least 5 minutes, usually not more than 20 minutes.
- A minimum of three mini observations will be conducted annually. Notes or data may be collected during the observation.
- Feedback will be provided after each mini observation with a face to face discussion, written notes, or e-mail.

- At least one of the mini observations will be followed by a post observation conference. This conference provides the educator with feedback using objective, observable data. The purpose is to reinforce strengths and to stimulate inquiry for changes that could be made to improve practice. Written feedback will be provided following the conference.

### **Self-Reflection:**

By May 15, each educator will complete a self-reflection on progress made toward goals. This will be placed in the educator's working file.

### **Evaluation:**

By the final contract day, educators will receive a written evaluation from their administrator on the Educator's Summative Evaluation Form. This will be placed in the educator's personnel file at district office.

### **Required Documentation**

- **Self-Assessment** will be completed to develop the Professional Growth Plan. (Placed in working file)
- **Written goals** will be included in the Professional Growth Plan. (Placed in working file)
- **Data** from mini observations must be shared with the educator. (Placed in working file)
- **Post-Observation Summaries** for mini observations may come by way of a hard copy with the administrator's signature or via an email that is acknowledged through an electronic receipt.
- **End of Cycle Self-Reflection Form** will be shared at the final evaluation conference each year. (Placed in working file)
- **Summative Evaluation** with original signatures of educator and administrator. (Placed in personnel file)

## INDEPENDENT CYCLE

The Independent Cycle is a three year cycle used for educators who have contract status and are *Proficient/Exemplary* on all domains and components. This cycle includes: a self-assessment, a written PGP with two SMART goals of choice, mini observations with feedback throughout the year, annual self-reflections, and a summative evaluation. The formal summative statement is the Educator's Summative Evaluation.

Approved activities in the Professional Growth Plan may also count toward meeting the Continuing Professional Development requirement for licensure renewal.

### **STEPS:**

#### **Self-Assessment:**

A self assessment will be completed by the educator to share at the goal setting conference.

#### **Goal Setting:**

Two goals are written using the SMART goal format based on the Oregon Trail School District's Framework for Professional Practice. These goals will be selected by the educator and approved by the administrator. When writing these goals, educators are to use the data from the Self-Reflection Worksheet (required), and the "How to Write a SMART Goal" instructions. Goals are to be submitted to their administrator no later than October 15<sup>th</sup> in year one of the cycle. Educators on this cycle also have the option to collaborate with their administrator to change or modify the goal(s) if needed. The educator and administrator will discuss activities, timelines, and methods for monitoring progress. Activities and methods may include:

- In-Service, Workshops, Staff Development
- Reflective Journals
- Observation and Conferences
- Action Research
- Mentoring
- Small Group-Independent Study
- Peer Coaching
- Professional Documents
- Video and/or Audiotape Analysis
- Projects

### Mini Observations

Progress towards meeting proficiency on the Framework for Professional Practice will be monitored by using mini observations.

The observation includes:

- Unannounced classroom visits of at least 5 minutes, usually not more than 20 minutes.
- A minimum of two mini observations will be conducted annually during the three year cycle. For the pilot year, a minimum of six mini observations will be done.
- Notes or data may be collected during the observation.
- Feedback will be provided after each mini observation with a face to face discussion, written notes, or e-mail.
- The educator or administrator may request a post observation conference for any mini observation. This conference provides the educator with feedback using objective, observable data. The purpose is to reinforce strengths and to stimulate inquiry for changes that could be made to improve practice. Written feedback will be provided following the conference.
- Educators may select to have one of the two mini observations conducted annually to be completed by a peer, also in the Independent Evaluation Cycle, using the Peer Coaching Process.

### Status Check

Scheduled conferences with educator and administrator will occur annually to monitor progress on goals and Professional Growth Plan.

### Self-Reflection:

By May 15, each educator will complete a self-reflection on progress made toward goals. This will be placed in the educator's working file.

### Evaluation:

By the final contract day, educators will receive a written evaluation from their administrator on the Educator's Summative Evaluation Form. This will be placed in the educator's personnel file at district office.

### Required Documentation

- **Self-Assessment** will be completed to develop the Professional Growth Plan. (Placed in working file)
- **Written goals** will be included in the Professional Growth Plan.

(Placed in working file)

**Data** from mini observations must be shared with the educator. (Placed in working file)

- **End of Cycle Self-Reflection Form** will be shared at the final evaluation conference each year. (Placed in working file)
- **Summative Evaluation** with original signatures of educator and administrator. (Placed in personnel file)

## OPTIONAL PEER COACHING

The educator may select to substitute one mini observation conducted by the administrator for a mini observation conducted by a peer. The educator may select the peer to observe in his/her classroom. Neither the data collected nor notes from the post observation discussion will be used in the summative evaluation. The educator will be required to submit the Peer Coaching Form which is a self-reflection paragraph describing what was learned and what follow-up actions may be taken.

- Before the observation the pair will meet to discuss the observation time, area of growth the observer should be watching for, any data the educator will like the observer to collect and any context information about the classroom.
- After the observation, the pair will meet again. The observer will share and discuss the observation. After the discussion, the educator will complete the required Peer Coaching Form. A copy of this form will be submitted to the administrator.

**OPTIONAL PEER COACHING PROCESS****STEP 1**

## Pre-Conference with Peer Coach

- Discuss goals for observation:
  - What are your desired student outcomes?
  - What strategies will you use to reach those student outcomes?
  - What evidence will you gather to show student learning?
  - What kind of data would be helpful for Peer Coach to collect?
- Set date and time for observation

**STEP 2**

## Observation

- Peer Coach needs to make sure he/she collects helpful data from pre-conference meeting.

**STEP 3**

## Reflection on Observation

- Educator should reflect on these questions prior to the post-conference meeting:
  - What went well?
  - Were your objectives met?
  - What information would you like to know from your Peer Coach?

**STEP 4**

## Post-Conference with Peer Coach

- Post-conference feedback/discussion with Peer Coach may include the following:
  - What worked well and why?
  - What did not work well and why?
  - How did you (educator) gather evidence of student learning?
  - What did the assessment tell you (educator) about student learning?
  - What did you (educator) learn from the data?
  - What are the next steps in your (educator's) learning?

**STEP 5**

## Complete the Peer Coaching Observation Reflection Form

- Complete form with required information
- Submit form to administrator by May 15th

# SECTION

# 5

**Educator Self-Assessment Form Self Assessment  
Professional Growth Plan with SMART Goals  
Individual Professional Growth Plan Form  
Individual Professional Growth Plan Form - Example  
Optional Pre-Conference Form for Formal Observation  
Administrator Post-Observation Conf. Summary Form  
Optional Peer Coaching Process  
Peer Coaching Observation Reflection Form  
Annual Educator End-of-the-Cycle Self-Reflection Form  
Educator's Summative Evaluation Form**

## PROFESSIONAL GROWTH PLAN (PGP) GUIDELINES

- A. **PURPOSE** - Professional growth in education is a process to acknowledge, support, and continuously improve the quality of instruction and educator performance. An effective professional growth plan identifies the current level of performance of the educator and provides opportunities and encouragement for the educator to demonstrate continuous growth. The educator accepts responsibility for enhancing his/her knowledge, skills, and practices. The Professional Growth Plan (PGP) consists of goal setting with specific activities linked to achievement of that goal. Educators have the opportunity to reflect on teaching and learning strategies that impact student achievement.

The Professional Growth plan may also be used to fulfill Continuing Development (CPD) Units for TSPC licensure renewal.

Progress towards SMART goals may be included as a part of the Summative Evaluation, however, lack of progress will not directly result in a poor evaluation.

- B. **REQUIREMENTS** - "All educators shall have on file an approved program for professional growth. The educator and building administrator must develop the educator's professional growth plan. A copy of the professional growth plan (PGP) must be on file with the building administrator and the Human Resources Department. One copy shall be retained by the educator."
- C. **HOW TO DEVELOP and COMPLETE A PROFESSIONAL GROWTH PLAN**

### STEP 1

Complete the Educator Self-Assessment Form

### STEP 2

Identify Growth Goals that may address these areas:

- Improve, enhance, and /or refine skill(s)
- Develop new skills
- Recommendations from previous Summative Assessment
- District, building, PLC, department, and /or school improvement plan.

### STEP 3

Write two SMART goals following your supervision cycle guidelines.

# Guide to Developing Goals

## 1. Individual Professional Growth and Evaluation Form (PGE)

All educators are required to complete their goals following the SMART format.

## 2. PGE Conference

Once the Individual Professional Growth and Evaluation Form are approved you will need to set a time to meet with your administrator to have a conversation about your Educator Self-Assessment Form and the Individual Professional Growth and Evaluation Form. This conference usually takes an average of 15 minutes.

The Signatures area is where you will see documents waiting for your electronic signature.

A SMART goal format is defined as:

**S**pecific- Know precisely what you want to achieve. To set a specific goal consider the six “W” questions:

Who: Who is involved?

What: What do I want to accomplish?

When: Establish time frame

Which: Identify requirements and constraints

Where: Identify a location

Why: Specific reasons, purpose or benefits of accomplishing the goal

**M**easurable – Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goals. To determine if your goal is measurable, ask questions such as...How much? How many? How will I know when my goal is accomplished?

**A**ttainable – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. Rather than setting lofty but unreachable goals, stretch yourself, but at the same time be reasonable. You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink but because you grow and expand to match them.

**R**esults-oriented – The goal focuses on the intended results. The goal states what the results will be and how it will be measured. The general results of the professional growth goal (PGG) impact student learning and this portion of the goal describes how it is impacted.

**T**ime bound – Goals that have no timeline might as well not be goals at all, because you’ll have little incentive to achieve them. Setting a realistic time-frame for your goals help you maintain momentum and follow through with the completion of your tasks

**STEP 4**

**Identify the activities and resources needed to aid in achieving your goals.**

Activities may include but are not limited to the following:

- Observing colleagues (within and beyond your school)
- Videotaping and reflecting on the instructional episode
- Keeping a journal of actions and reflections related to the goal
- Designing action research  
Evidence of completed research will be presented to the administrator.
- Reading books, articles, and other professional literature to inform practice.
- Attending seminars, conferences, or other professional development sessions and participation in various workshops and institutes that support the SMART goal identified to inform practice.
- In-District Learning  
Professional conferences, any formal meeting, workshop, seminar, or institute which address SMART goals identified to inform practice.
- Enrolling in graduate courses:
  1. Graduate credit courses
  2. Undergraduate credit courses
  3. Adult education courses
  4. Audited coursesVerification of course completion by grade slips, transcript, fee receipt, or cancelled check must be submitted to the Human Resources department.

**STEP 5**

**Determine the Timeline for Your Plan**

Determine a logical time frame for each step of your plan according to your supervision cycle.

**STEP 6** (optional)**Share Your Growth Plan with Your Support Team** (PLC, administrator, colleagues)

Asking others to review your plan and make suggestions of activities helps you become aware of a greater body of resources and activities and strengthens a plan. It also helps others become familiar with your goal and direction so they can lend support.

**STEP 7****Work through Your Plan, Making Revisions as Necessary**

Carry out your plan. As you become aware of additional resources and/or activities, revise your plan to include these.

**STEP 8****Complete the Educator Self-Reflection Form**

As you prepare to complete the Educator Self-Reflection for the completion of your growth plan, reflect upon the following:

- Have I put my energy into achieving my goal?
- If not, what held me back or distracted me?
- If so, which of my activities was most valuable?
- Which was the least valuable?
- What did I learn from each activity that I did for professional growth?
- How did I get others to help me learn?
- What was the benefit for my students?

**STEP 9****Spring Conference with Administrator**

Even if a plan is not completed or an activity is not entirely successful, learning can occur if you choose to reflect and be realistic in your reflection. Ultimately, the purpose of a Professional Growth Plan is learning, not just completing a plan.

Progress towards SMART goals may be included as a part of the Summative Evaluation, however, lack of progress does not *necessarily* result in a poor evaluation.

NOTE: If the PGP is also used to meet TSPC licensure renewal, a completed PGP, signed by the educator's administrator or advisor verifying the correct number of required CPD units, is forwarded to the Human Resources Department for verification on the Peer Report Form.

OREGON TRAIL SCHOOL DISTRICT  
OPTIONAL PRE-CONFERENCE FORM for FORMAL OBSERVATION

Educator \_\_\_\_\_ Pre-conference Date and Times \_\_\_\_\_

Administrator \_\_\_\_\_ Observation Date and Time \_\_\_\_\_

School \_\_\_\_\_ Proposed Length of Observation \_\_\_\_\_

Please provide the following information in preparation for the observation:

1. **Lesson Objective(s):** What do you want the student to learn?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. **Lesson Format:** Explain or describe the sequence of instruction and activities for the lesson.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. **Assessment:** Explain how you will assess student achievement of the objective(s).

**Data Collection:** What do you want observed? Check no more than three options.

**Domain 1: Learner and Learning**

- Demonstrating ability to assess student needs.
- Demonstrating knowledge of students.
- Selecting appropriate instructional goals.
- Demonstrating knowledge of appropriate resources.
- Designing purposeful learning environment.
- Assessing student learning.

**Domain 2: Content Knowledge**

- Creating rigorous learning experiences.
- Developing accessible and meaningful content.
- Understanding how to connect concepts.
- Uses differing perspectives to engage learners in critical thinking.
- Incorporates themes of all content areas into a meaningful, relevant curriculum.

**Domain 3: Instructional Practice**

- Creates authentic, continuous assessments.
- Uses wide variety of assessment tools.
- Providing feedback to students.
- Balances formative and summative evaluations.

This verifies that we have mutually reviewed and agreed upon this plan.

\_\_\_\_\_  
Educator Date

\_\_\_\_\_  
Administrator Date

OREGON TRAIL SCHOOL DISTRICT  
Administrator Post-Observation Conference Summary Form\*

Educator: \_\_\_\_\_ School: \_\_\_\_\_ Subject/Grade(s): \_\_\_\_\_

Administrator: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Strengths of the Lesson

Domain Component: \_\_\_\_\_

Evidence:

Areas for Growth

Domain Component: \_\_\_\_\_

Evidence:

**We have participated in a conversation on the above items.**

Educator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## OPTIONAL PEER COACHING PROCESS

### STEP 1

#### Pre-Conference with Peer Coach

- Discuss goals for observation:
  - What are your desired student outcomes?
  - What strategies will you use to reach those student outcomes?
  - What evidence will you gather to show student learning?
  - What kind of data would be helpful for Peer Coach to collect?
- Set date and time for observation

### STEP 2

#### Observation

- Peer Coach needs to make sure he/she collects helpful data from pre-conference meeting.

### STEP 3

#### Reflection on Observation

- Educator should reflect on these questions prior to the post-conference meeting:
  - What went well?
  - Were your objectives met?
  - What information would you like to know from your Peer Coach?

### STEP 4

#### Post-Conference with Peer Coach

- Post-conference feedback/discussion with Peer Coach may include the following:
  - What worked well and why?
  - What did not work well and why?
  - How did you (educator) gather evidence of student learning?
  - What did the assessment tell you (educator) about student learning?
  - What did you (educator) learn from the data?
  - What are the next steps in your (educator's) learning?

### STEP 5

#### Complete the Peer Coaching Observation Reflection Form

- Complete form with required information
- Submit form to administrator by May 15th

# OREGON TRAIL PROFESSIONAL GROWTH PLAN

<b>Teacher:</b>		<b>School:</b>		<b>Date:</b>	
<b>Administrator:</b>		Year in Cycle <small>(Independent only)</small>	Year 1: SLOs, & PGPs	Year 2: SLOs only	

Goal Setting Conference	<b>Content for first Student Learning Objective (SLO1)</b> <ul style="list-style-type: none"> <li>The goal is being written around which grade/subject/level?</li> <li>Define the timeframe.</li> </ul>			
	<b>Context</b> <ul style="list-style-type: none"> <li>What are the characteristics or special learning circumstances of my class(es)?</li> <li>What are the demographics of my classroom?</li> </ul>			
	<b>Baseline Data for SLO1</b> <ul style="list-style-type: none"> <li>What are the learning needs of my students?</li> <li>Attach supporting data/ pre-assessment.</li> </ul>			
	<b>Write your SLO1</b> <ul style="list-style-type: none"> <li>Check that goal meets the SMART criteria.</li> </ul>			
	<b>Types of Measures for SLO1</b> <ul style="list-style-type: none"> <li>Category 1 is mandatory <a href="#">for one goal</a> if available. You must use a second measure of assessment if data is not available by June.</li> <li>Categories 2 &amp; 3: Multiple measures of assessment are not required.</li> <li>Check all that apply &amp; specify.</li> </ul>		<input type="checkbox"/> <b>Category 1:</b> State or National Standardized Test: _____ <input type="checkbox"/> <b>Category 2:</b> Common national, international, regional, district-developed measures: _____ <input type="checkbox"/> <b>Category 3:</b> Classroom-based or school-wide measures: _____	
	<b>Strategies for Improvement of SLO1</b> <ul style="list-style-type: none"> <li>How will I help students attain this goal?</li> <li>Provide specific actions that will lead to goal attainment.</li> </ul>			
	<b>Define Level of Performance for SLO1</b> Fill in the blank row with concrete numbers to delineate between the levels for summative assessment.			
	<b>Exemplary:</b> Exceptional number of students demonstrate growth	<b>Proficient:</b> Significant number of students demonstrate growth	<b>Below Proficient:</b> Less than significant number of students demonstrate growth	<b>Fails to Meet:</b> Few students demonstrate growth
	<b>Content for second Student Learning Goal (SLO2)</b> <ul style="list-style-type: none"> <li>The goal is being written around which grade/subject/level?</li> <li>Define the timeframe.</li> </ul>			
<b>Context</b> <ul style="list-style-type: none"> <li>What are the characteristics or special learning circumstances of my class(es)?</li> <li>What are the demographics of my classroom?</li> </ul>				
<b>Baseline Data for SLO2</b> <ul style="list-style-type: none"> <li>What are the learning needs of my students?</li> <li>Attach supporting data/ pre-assessment.</li> </ul>				

<b>Write your SLO2</b>	<ul style="list-style-type: none"> <li>Check that goal meets the SMART criteria</li> </ul>			
	<b>Types of Measures for SLO2</b> <ul style="list-style-type: none"> <li>Category 1 is mandatory <a href="#">for one goal</a> if available. You must use another measure of assessment if data is not available by June. <a href="#">If you have already used Category 1 in SLO1, you must choose from Categories 2 &amp;/or 3.</a></li> <li>Categories 2 &amp; 3: Multiple measures of assessment are not required.</li> <li>Check all that apply &amp; specify.</li> </ul>			<input type="checkbox"/> <b>Category 1:</b> State or National Standardized Test: _____ <input type="checkbox"/> <b>Category 2:</b> Common national, international, regional, district-developed measures: _____ <input type="checkbox"/> <b>Category 3:</b> Classroom-based or school-wide measures: _____
	<b>Strategies for Improvement of SLO2</b> <ul style="list-style-type: none"> <li>How will I help students attain this goal?</li> <li>Provide specific actions that will lead to goal attainment.</li> </ul>			
	<b>Define Level of Performance for SLO2</b> Fill in the blank row with concrete numbers to delineate between the levels for summative assessment.			
	<b>Exemplary:</b> Exceptional number of students demonstrate growth	<b>Proficient:</b> Significant number of students demonstrate growth	<b>Below Proficient:</b> Less than significant number of students demonstrate growth	<b>Fails to Meet:</b> Few students demonstrate growth

<b>Goal Setting Conference</b>	<b>Write your Professional Growth Plan (PGP) goal</b>			
	<b>Types of Measures for PGP</b> <ul style="list-style-type: none"> <li>Multiple measures are required.</li> <li>This goal can be from Domains 1, 2, 3 or 4. Circle or underline all that apply &amp; add if necessary.</li> </ul>			<input type="checkbox"/> Classroom observation of instructional practice <input type="checkbox"/> Examination of artifacts (teacher or student produced), lesson plans, curriculum design, teacher reflections, self-reports, data analysis, records of participation in meetings or committees, peer collaboration, parent/ student surveys, portfolios, committee work, building level leadership, etc. <input type="checkbox"/> _____
	Teacher Signature:	Date:	Administrator Signature:	Date:

<b>Mid-Year Collaborative Data Review</b>	<b>Collaborative Mid-Course Data Review of SLOs, &amp; PGP</b> <ul style="list-style-type: none"> <li>• What progress has been made?</li> <li>• Are you collecting evidence?</li> </ul>			
	<b>Strategy Modification</b> <ul style="list-style-type: none"> <li>• What adjustments need to be made to my strategies?</li> </ul>			
	Teacher Signature:	Date:	Administrator Signature:	Date:

<b>Summative Review</b>	<b>End-of-Year Data of SLOs, &amp; PGG's</b> <ul style="list-style-type: none"> <li>• What does the end of the year data show?</li> <li>• Attach supporting data.</li> </ul>				
	<b>Reflection on Results</b> <ul style="list-style-type: none"> <li>• Overall, what worked or what should be refined?</li> </ul>				
	<b>Effectiveness of PGG</b>	E	P	BP	FTM
	<b>Effectiveness of SLO1</b>	E	P	BP	FTM
	<b>Effectiveness of SLO2</b>	E	P	BP	FTM
	<b>Effectiveness of Domain 1 The Learner and Learning</b>	E	P	BP	FTM
	<b>Effectiveness of Domain 2 Content Knowledge</b>	E	P	BP	FTM
	<b>Effectiveness of Domain 3 Instructional Practice</b>	E	P	BP	FTM
	<b>Effectiveness of Domain 4 Professional Responsibility</b>	E	P	BP	FTM
	<b>Professional Growth Plan Implications</b> <ul style="list-style-type: none"> <li>• How can I use these results to support my professional growth?</li> <li>• Comment on any mitigating circumstances.</li> </ul>		Overall Rating: _____		
<b>Comments:</b>					
Teacher Signature:		Date:	Administrator Signature:		

## Calculating Summative Teacher Evaluation

To adhere to new state laws, we must submit aggregate scores for teachers in our district. To do this, transpose the level of performance from each goal into numbers, average the scores, then use the matrix on the next page to determine the final summative score for each teacher.

Domain	Score
Domain 1: The Learner and Learning	
Domain 2: Content Knowledge	
Domain 3: Instructional Practice	
Domain 4: Professional Responsibilities	
Use rubric on the following page to calculate overall score:	

Exemplary	4
Proficient	3
Below Proficient	2
Failing	1

Top 2 SL Outcomes	Score
SLG 1	
SLG 2	
Average Score:	

<b>Y-AXIS: Combined Rating on Professional Practice and Professional Responsibilities (PP/PR)</b>	LEVEL 4 <i>(Highest)</i>	<b>COLLEGIAL</b> Focus on SLG Goals  <i>*SLG INQUIRY</i> <i>due to LOW level of fidelity between measures</i>  3	<b>FACILITATIVE or COLLEGIAL</b> Focus on SLG Goals Determined post inquiry  <i>*SLG INQUIRY</i> <i>due to only SOME level of fidelity between measures</i>  3 or 4	<b>FACILITATIVE</b>  GOOD level of fidelity between measures  4	<b>FACILITATIVE</b>  HIGHEST level of fidelity between measures  4
	LEVEL 3	<b>COLLEGIAL or CONSULTING</b> Focus on SLG Goals Determined post inquiry  <i>*SLG INQUIRY</i> <i>due to SOME level of fidelity between measures</i>  2 or 3	<b>COLLEGIAL PLAN</b>  GOOD level of fidelity between measures  3	<b>COLLEGIAL</b>  HIGHEST level of fidelity between measures  3	<b>COLLEGIAL</b>  GOOD level of fidelity between measures  3
	LEVEL 2	<b>CONSULTING</b>  GOOD level of fidelity between measures  2	<b>CONSULTING</b>  HIGHEST level of fidelity between measures  2	<b>CONSULTING</b>  GOOD level of fidelity between measures  2	<b>COLLEGIAL or CONSULTING</b> Determined post inquiry  <i>*PP/PR INQUIRY</i> <i>due to only SOME level of fidelity between measures</i>  2 or 3
	LEVEL 1 <i>(Lowest)</i>	<b>DIRECTED</b>  HIGHEST level of fidelity between measures  1	<b>DIRECTED</b>  GOOD level of fidelity between measures  1	<b>CONSULTING or DIRECTED</b> Determined post inquiry  <i>*PP/PR INQUIRY</i> <i>due to only SOME level of fidelity between measures</i>  1 or 2	<b>CONSULTING</b>  <i>*PP/PR INQUIRY</i> <i>due to only LOW level of fidelity between measures</i>  2
	LEVEL 1 <i>(Lowest)</i>	LEVEL 2	LEVEL 3	<b>X-AXIS: Rating on Student Learning and Growth</b>	
				LEVEL 4 <i>(Highest)</i>	

In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersect with Student Learning and Growth (SLG) culminating in a Professional Growth Plans (Facilitative, Collegial, Consulting, and Directed) and summative performance level. 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 in order to then determine the Professional Growth Plan and corresponding summative performance level.