

OREGON TRAIL PROFESSIONAL GROWTH PLAN

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

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

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

Goal Setting Conference	Write your Professional Growth Plan (PGP) goal			
	Types of Measures for PGP <ul style="list-style-type: none"> Multiple measures are required. This goal can be from Domains 1, 2, 3 or 4. Circle or underline all that apply & add if necessary. 			<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:

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

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

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:	

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

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.

“preferred/favorite”