



**SPECIAL EDUCATION TEACHER PERFORMANCE  
AND  
EVALUATION SYSTEM**

**(Revised 11/2014)**



Fern Ridge Schools

Teacher Performance Review and Evaluation System

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**Timeline of Special Education Teacher Evaluation and Observations**

The primary objective of an evaluation system is to improve instruction and to facilitate a positive learning environment where students experience success, growth, and achievement.

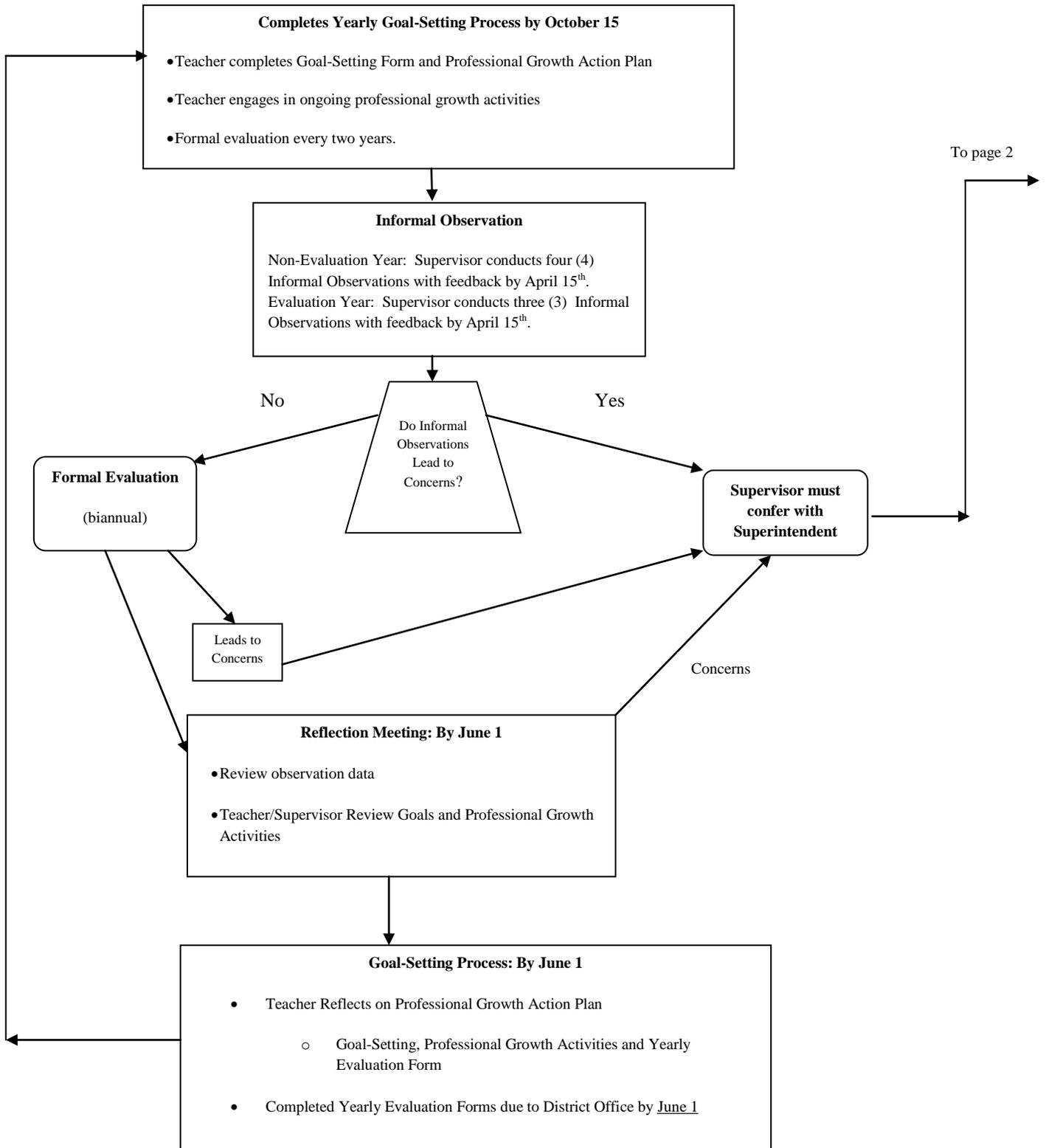
Evaluation is a collaborative, continual improvement process based on clear expectations and objective data, in which competence is verified, strengths are assessed, and excellence is acknowledged. Emphasis of the evaluation system should be professional growth where employees are empowered to be self-directed.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

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

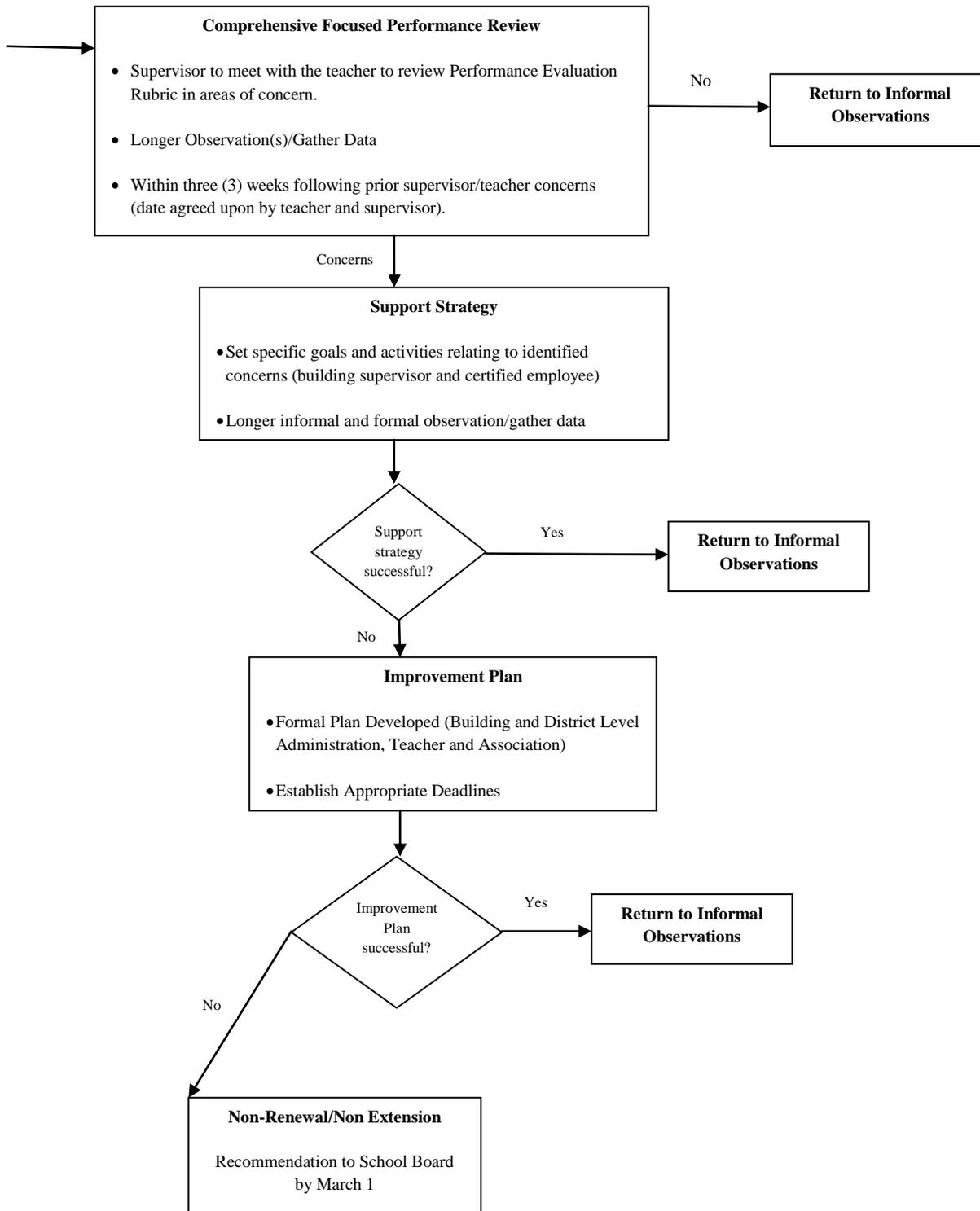
Probationary Teacher Timeline			
By October 15th	By January 1st	By March 1st	By June 1st
<b>Yearly Self-Evaluation Form</b> (pg. 32-37), <b>Professional Growth Action Plan</b> (pg. 42-43) and <b>Goal-Setting Form</b> (pg. 38) due to supervisor.	First <b>Informal Observation</b> (pg. 39-40) and first <b>Formal Evaluation</b> (pg. 25-31) with discussions.  <b>Formal Evaluation Form</b> filed with the district office.	Second <b>Informal Observation</b> (pg. 39-40) and second <b>Formal Evaluation</b> (pg. 25-31) with discussions.  <b>Formal Evaluation Form</b> filed with the district office.	<b>Yearly Reflection Meeting</b> with supervisor to go over <b>Yearly Self-Evaluation Form</b> (pg. 32-37), <b>Professional Growth Action Plan</b> (pg. 42-43) and <b>Goal-Setting Form</b> (pg. 38).
Contract Teacher Timeline			
By October 15th	By January 1st	By April 15th	By June 1st
<b>Yearly Self-Evaluation Form</b> (pg. 32-37), <b>Professional Growth Action Plan</b> (pg. 42-43) and <b>Goal-Setting Form</b> (pg. 38) due to supervisor.	Two <b>Informal Observations</b> (pg. 39-40) with discussions.	Non-Evaluation Year - Two <b>Informal Observations</b> (pg. 39-40) with discussions.  Evaluation Year - One <b>Informal Observations</b> (pg. 39-40) and one <b>Formal Evaluation Form</b> (pg. 25-31).  <b>Formal Evaluation Form</b> filed with the district office every other year.	<b>Yearly Reflection Meeting</b> with supervisor to go over <b>Yearly Self-Evaluation Form</b> (pg. 32-37), <b>Professional Growth Action Plan</b> (pg. 42-43) and <b>Goal-Setting Form</b> (pg. 38).



**Contract Special Education Teacher: Performance Evaluation Flowchart (page 1)**



**Contract Special Education Teacher: Performance Evaluation Flowchart (page 2)**





**Probationary Special Education Teachers: Improvement Cycle Evaluation Flowchart**





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**Domain 1: Planning and Preparation for Learning**

**Standard 1: Knowledge of content and Students**

*Knows the subject matter well and has a good grasp of child development and how students learn.*

**Standard 2: Collaboration**

*There is evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff and/or educational assistants when developing and organizing framework to align curriculum, assessments, and instruction that reflects some appropriate accommodations and specialized instruction from students' IEPs.*

**Standard 3: Plans, Alignment and Lessons**

*There is evidence that the Special Education teacher collaborates with the General Education teacher, educational assistants and related services staff to plan quality teaching and learning activities that attempt to align the IEP with curriculum, assessment, and instruction.*

**Standard 4: Specialized Instruction**

*there is evidence that the Special Education teacher collaborate with the General Education teacher, related services staff and/or educational assistants in planning specialized instruction delivered through flexible grouping or a small group class to accommodate some student needs.*

**Standard 5: Planning Assessments**

*There is evidence that the Special Education teacher collaborates with the General Education teacher, secondary/related services staff and/or educational assistants in planning and accommodating assessments based on desired student outcomes; however, the assessments do not always measure progress toward and mastery of the students' IEP goals and objectives.*



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**Domain 2: Classroom Management**

**Standard 6: Expectations**

*Clearly communicates and consistently enforces high standards for student behavior.*

**Standard 7: Relationships/Respect**

*Is fair and respectful toward students and builds positive relationships. Builds a culture of respect with the learning classroom.*

**Standard 8: Socio-emotional**

*Fosters positive interactions among students and teaches useful social skills.*

**Standard 9: Routines and Efficiency**

*Teachers routines and has students maintain them all year. Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.*



**Domain 3: Delivery of Instruction**

**Standard 10: Engagement and Mindset**

*There is evidence that the Special Education teacher attempts to communicate learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.*

**Standard 11: Learning Goals**

*There is evidence that the Special Education teacher holds high expectations for some students and encourages them to engage in self-monitoring and self-improvement of behavior and achievement; however, the teacher provides guidance to students on how to monitor their own learning and behavior.*

**Standard 12: Connections and Applications**

*There is evidence that the Special Education teacher emphasizes and encourages students to maximize thinking/reasoning skills and processes; however, the teacher does not fully understand or guide the use of higher-order thinking or only infrequently use these techniques.*

**Standard 13: Repertoire (variety of instruction)**

*Orchestrates effective strategies, materials, and classroom groupings to foster student learning.*

**Standard 14: Differentiation (adapting to individual learning needs)**

*There is evidence that the Special Education teacher specializes and adjusts instruction with some flexible groupings to accommodate students' cognitive and developmental levels, processing strengths and weaknesses and learning styles; however some instruction tends to be teacher-centered and whole group in approach.*



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**Domain 4: Monitoring, Assessment, and Follow-up**

**Standard 15: Diagnostic Assessment**

*There is evidence that the Special Education teacher uses diagnostic assessment up front to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction. This assessment is occasional.*

**Standard 16: Formative Assessments**

*There is evidence that the Special Education teacher uses some formative assessment to guide adjustments of instruction; however, formative assessment is only occasionally used at the individual level and data is taken inconsistently on IEP goals and objectives.*

**Standard 17: Summative Assessment and Reporting**

*There is evidence that the Special Education teacher uses some summative assessments to evaluate students achievement and provide feedback on student performances towards IEP goals and objectives.*



**Domain 5: Family and Community Outreach**

**Standard 18: Belief**

*Communicates respectfully with parents, is sensitive to cultural values, and is genuine in believing in each child's ability to reach standards.*

**Standard 19: Communication**

*Clearly communicates and updates parents regarding curriculum learning, and behavioral expectations; describing both current issues and good news situations.*

**Standard 20: Responsiveness**

*Responds promptly to parent concerns and makes parents feel welcome at school.*



**Domain 6: Professional Responsibilities**

**Standard 21: Assistive Technology**

*There is evidence that the Special Education teacher is using accessible, instructive and assistive technology to enhance student learning and to support their achievement.*

**Standard 22: Professionalism**

*Demonstrates professional demeanor/behavior and maintains appropriate boundaries.*

**Standard 23: Working with Teams**

*Collaborates with colleagues to plan units, share teaching ideas and look at student work.*

**Standard 24: Self-Improvement**

*Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective teaching ideas from supervisors, colleagues and other sources.*

**Standard 25: Due Process Compliance, Ethical/Legal Practice**

*Completes all required and assigned duties related to the special education process.*

**Standard 26: Guiding Teams**

*There is evidence that the Special Education teacher schedules, collaborates with and guides educational assistants in planning to meet students' individual educational needs.*



## FERN RIDGE SCHOOL DISTRICT 28J

### Formal Evaluation Form

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_  
 Site: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
 Assignment: \_\_\_\_\_ Year: \_\_\_\_\_ Probationary: \_\_\_\_\_ Contract: \_\_\_\_\_

Prior to the yearly reflection meeting, the supervisor completes the rubric checking the box for the performance level for each standard. The supervisor then shares the completed rubric with the teacher at the yearly reflection meeting.

### Fern Ridge Schools Performance Evaluation Rubric

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
1.1	Planning and Preparation for Learning: <b>Knowledge of Content and Students</b>	Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas of how to teach it and how student s learn.	
1.2	Planning and Preparation for Learning: <b>Collaboration</b>	There is consistent evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff and/or educational assistants when developing and organizing framework to plan high-quality teaching and learning activities that align curriculum, assessment, and instruction.	There is evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff and/or educational assistants when developing and organizing framework to align curriculum, assessments, and instruction that reflects some appropriate accommodations and specialized instruction from students' IEPs.	There is little evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related and/or educational assistants staff when developing and organizing framework to align curriculum, assessments, and instruction that reflects some appropriate accommodations and specialized instruction from students' IEPs.	There is no evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff and/or educational assistants when developing and organizing framework to plan teaching and learning activities that reflect the accommodations and specialized instruction from students' IEPs..	



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#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
1.3	Planning and Preparation for Learning: <b>Plans, Alignment and Lesson</b>	There is consistent evidence that the Special Education teacher collaborates with the General Education teacher, educational assistants, and related services staff to plan high-quality teaching and learning activities that align the IEP with curriculum, assessment, and instruction.	There is evidence that the Special Education teacher collaborates with the General Education teacher, educational assistants and related services staff to plan quality teaching and learning activities that attempt to align the IEP with curriculum, assessment, and instruction.	There is little evidence that the Special Education teacher collaborates with the General Education teacher, educational assistants and related services staff to plan teaching and learning activities that rarely align the IEP with curriculum, assessment, and instruction.	There is no evidence that the Special Education teacher collaborates with the General Education teacher, educational assistants and related services staff to plan teaching and learning activities and, therefore, do not align the IEP with curriculum, assessment, and instruction.	
1.4	Planning and Preparation for Learning: <b>Specialized Instruction</b>	There is consistent evidence that the Special Education teacher consistently collaborates with the General Education teacher, related services staff and/or educational assistants in planning specialized instruction delivered through flexible grouping or a small group class.	There is evidence that the Special Education teacher collaborates with the General Education teacher, related services staff and/or educational assistants in planning specialized instruction delivered through flexible grouping or a small group class to accommodate some student needs.	There is little evidence that the Special Education teacher collaborates with the General Education teacher, related services staff and/or educational assistants in planning specialized instruction delivered through flexible grouping or a small group class to accommodate few student needs.	There is no evidence that the Special Education teacher collaborates with the General Education teacher, related services staff and/or educational assistants in planning for specialized instruction through flexible grouping or in a small group class.	



## FERN RIDGE SCHOOL DISTRICT 28J

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
1.5	Planning and Preparation for Learning: <b>Planning Assessments</b>	There is consistent evidence that the Special Education teacher consistently collaborates with the General Education teacher, secondary/related services staff and/or educational assistants in consistently planning and accommodating assessments based on student learning goals that measure progress toward and mastery of the students' IEP goals and objectives.	There is consistent evidence that the Special Education teacher collaborates with the General Education teacher, secondary/related services staff and/or educational assistants in planning and accommodating assessments based on desired student outcomes; however, the assessments do not always measure progress toward and mastery of the students' IEP goals and objectives.	There is little evidence that the Special Education teacher collaborates with the General Education teacher, secondary/related services staff and/or educational assistants in planning and accommodating assessments based on desired student outcomes; the assessments rarely measure progress toward and mastery of the students' IEP goals and objectives.	There is no evidence that the Special Education teacher collaborates with the General Education teacher, secondary/related services staff and/or educational assistants in planning and accommodating assessments that measure progress toward achieving mastery of the students' IEP goals and objectives.	
2.6	Classroom Management: <b>Relationships/ Respect</b>	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with ad hoc rules and consequences as events unfold during the year.	
2.7	Classroom Management: <b>Relationships/ Respect</b>	Shows warmth, caring, respect, and fairness of all students and builds strong relationships. Earns most students' respect and creates a climate in which disruption of learning is extremely rare and handled promptly and appropriately.	Is fair and respectful toward students and builds positive relationships. Builds a culture of respect with the learning classroom.	Is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the classroom.	Is sometimes unfair and disrespectful to the class; plays favorites. Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.	



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#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
2.8	Classroom Management: <b>Socio-emotional</b>	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior and makes an example of inappropriately behaving students.	Publicly berates “bad” students, blaming them for their poor behavior.	
2.9	Classroom Management: <b>Routines and Efficiency</b>	Successfully instills class routines so that students maintain them throughout the year. Uses coherence, lesson momentum and smooth transitions to get the most out of every minute.	Teaches routines and has students maintain them all year. Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Tries to train students in class routines, but many of the routines are not maintained. Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Does not teach routines and is constantly nagging, threatening, and punishing students. Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.	
3.10	Delivery of Instruction: <b>Engagement and Mindset</b>	There is consistent evidence that the Special Education teacher attempts to communicate learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.	There is evidence that the Special Education teacher attempts to communicate learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.	There is little evidence that the Special Education teacher communicates learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.	There is little evidence that the Special Education teacher communicates learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.	



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#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
3.11	Delivery of Instruction: <b>Learning Goals</b>	There is consistent evidence that the Special Education teacher consistently demonstrates high expectations for student and establishes a learning environment that encourages, guides, and supports students' self-monitoring and self-improvement of achievement and behavior.	There is evidence that the Special Education teacher holds high expectations for some students and encourages them to engage in self-monitoring and self-improvement of behavior and achievement; however, the teacher provides guidance to students on how to monitor their own learning and behavior.	There is little evidence that the Special Education teacher holds high expectations for some students and encourages them to engage in self-monitoring and self-improvement of behavior and achievement; however, the teacher provides guidance to students on how to monitor their own learning and behavior.	There is no evidence that the Special Education teacher demonstrates high expectations for all learners or allows the students to be responsible for their own learning or behavior.	
3.12	Delivery of Instruction: <b>Connections and Application</b>	There is consistent evidence that the Special Education teacher emphasizes and encourages students to maximize thinking/reasoning skills and processes. The teacher routinely delivers instruction using techniques that assist students in applying what they have learned to real-life situations.	There is evidence that the Special Education teacher emphasizes and encourages students to maximize thinking/reasoning skills and processes; however, the teacher does not fully understand or guide the use of higher-order thinking or only infrequently uses these techniques.	There is some evidence the Special Education teacher emphasizes and encourages students to maximize thinking/reasoning skills and processes; however, the teacher does not use these techniques.	There is no evidence that the Special Education teacher emphasizes and encourages students to maximize thinking/reasoning skills and processes.	
3.13	Delivery of Instruction: <b>Repertoire (Variety of Instruction)</b>	Orchestrates Exemplary strategies, materials, and groupings to involve and motivate students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of strategies, materials, and groupings.	Uses only one or two strategies and types of materials and fails to reach most students.	



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#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
3.14	Delivery of Instruction: <b>Differentiation (adapting to individual learning needs)</b>	There is consistent evidence that the Special Education teachers uses specialized instruction within flexible groupings designed to accommodate students' cognitive and developmental needs, processing strengths and weaknesses, learning styles and interests.	There is evidence that the Special Education teacher specializes and adjusts instruction with some flexible groupings to accommodate students' cognitive and developmental levels, processing strengths and weaknesses and learning styles; however some instruction tends to be teacher-centered and whole group in approach.	There is little evidence of specialized instruction. The Special Education teacher attempts to accommodate students with disabilities through the use of flexible groupings based on data collection. The content is presented in limited ways to all students regardless of their cognitive and developmental levels, processing strengths and weaknesses and learning styles.	There is no evidence of specialized instruction. The Special Education teacher uses a single plan and no flexible groupings for all students with disabilities. The content is presented in the same way to all students regardless of their cognitive and developmental levels, processing strengths and weaknesses and learning styles.	
4.15	Monitoring, Assessment, and Follow-Up: <b>Diagnostic Assessments</b>	There is consistent evidence that the Special Education teacher gives students a well-constructed diagnostic assessment up front to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction. This assessment is ongoing for planning.	There is evidence that the Special Education teacher uses diagnostic assessment up front to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction. This assessment is occasional.	There is little evidence that the Special Education teacher uses diagnostic assessment up front to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction. This assessment is irregular.	There is no evidence that the Special Education teacher uses diagnostic assessment up front to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction.	



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#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
4.16	Monitoring, Assessment, and Follow-Up: <b>Formative Assessments</b>	There is consistent evidence that the Special Education teachers uses formative assessment to take data on IEP goals/objectives, monitor student progress and to adjust instruction to meet students' individual learning needs according to their IEPs..	There is evidence that the Special Education teacher uses some formative assessment to guide adjustments of instruction; however, formative assessment is only occasionally used at the individual level and data is taken inconsistently on IEP goals and objectives.	There is little that the Special Education teacher uses formative assessment to make adjustments in instruction. Formative assessment is used infrequently at the individual level and data is taken rarely on IEP goals and objectives.	There is no evidence that the special Education teacher uses formative assessment strategies either to monitor student achievement and progress on IEP goals and objectives or to adjust instruction to meet student needs.	
4.17	Monitoring, Assessment, and Follow-Up: <b>Summative Assessment &amp; Reporting</b>	There is consistent evidence that the Special Education teacher uses a variety of summative assessments to evaluate student achievement and provide timely feedback on student performances towards IEP goals and objectives.	There is evidence that the Special Education teacher uses some summative assessments to evaluate student achievement and provide feedback on student performances towards IEP goals and objectives.	There is little evidence that the Special Education teacher occasionally uses summative assessments to evaluate student achievement and provide feedback on student performances towards IEP goals and objectives.	There is no evidence that the Special Education teacher summative assessment and feedback is not given regarding student performances towards IEP goals and objectives.	
5.18	Family and Community Outreach: <b>Belief</b>	Shows each parent an in-depth knowledge (e.g., academic, cultural, values, beliefs) of his/her child and a strong belief he/she will meet or exceed standards.	Communicates respectfully with parents, is sensitive to cultural values, and is genuine in believing in each child's ability to reach standards.	Tries to be sensitive to family culture and beliefs and communicates that he or she cares about the child, wanting the best for the child.	Is insensitive to family values or culture and does not communicate knowledge of the child or concern about his or her future.	
5.19	Family and Community Outreach: <b>Communication</b>	Gives parents clear, user-friendly and on-going curricular, learning and behavior expectations; focusing on the child's positive news first before communicating any red-flag issues.	Clearly communicates and updates parents regarding curriculum learning, and behavioral expectations; describing both current issues and good news situations.	Occasionally communicates when an issue arises or to offer an occasional suggestion of how parents can support their child's learning.	Does not inform parents about learning or behavioral expectations; seldom communicates concerns, positive news, or ways in which parents can support their child's learning.	



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#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
5.20	Family and Community Outreach: <b>Responsiveness</b>	Deals immediately and successfully with parent concerns and makes parents feel welcome. Actively engages family and community in school.	Responds promptly to parent concerns and makes parents feel welcome at schools.	Is slow to respond to some parent concerns and gives off an unwelcome vibe.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.	
6.21	Professional Responsibilities: <b>Assistive Technology</b>	There is consistent evidence that the Special Education teacher is using accessible, instructive and assistive technology to enhance student learning and to support their achievement.	There is evidence that the Special Education teacher is using accessible, instructive and assistive technology to enhance student learning and to support their achievement.	There is little evidence that the Special Education teacher is using accessible, instructive and assistive technology to enhance student learning and to support their achievement.	There is no evidence that the Special Education teacher is using accessible, instructive and assistive technology to enhance student learning and to support their achievement.	
6.22	Professional Responsibilities: <b>Professionalism</b>	Presents self as a consummate professional and always observes appropriate boundaries and expectations.	Demonstrates professional demeanor/behavior and maintains appropriate boundaries.	Occasionally acts and/or presents self in an unprofessional manner and disrespects boundaries.	Frequently acts and/or presents self in an unprofessional manner and violates boundaries and/or responsibilities.	
6.23	Professional Responsibilities: <b>Working with Teams</b>	Elicits all voices in planning units, sharing teaching ideas, looking at student work and utilizing data to change instruction. Values and appreciates colleagues.	Collaborates with colleagues to plan units, share teaching ideas and look at student work. Seeks input from colleagues.	Meets regularly with colleagues to share ideas about teaching and students and includes colleagues when necessary.	Meets infrequently with colleagues and is not open to collaboration. Is not respectful of colleagues when communicating with them.	
6.24	Professional Responsibilities: <b>Self-Improvement</b>	Seeks out best –practices, feedback, and suggestions, which are integrated into practice. Active participant of professional workshops, study groups, reading and/or research to improve teaching and learning.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective teaching ideas from supervisors, colleagues and other sources.	Keeps an eye out for new ideas to improve teaching and learning, but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	Is not open to ideas for improving teaching and learning. Is defensive and/or resistant to changing professional practices.	



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#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
6.25	Professional Responsibilities: <b>Due Process Compliance, Ethical/Legal Practice</b>	Consistently completes all required duties related to the special education process and initiates new effective processes that serve as a model for other teachers.	Completes all required and assigned duties related to the special education process.	Completes some required and assigned duties related to the special education process.	Does not complete required and assigned duties related to special education process.	
6.26	Professional Responsibilities: <b>Guiding Teams</b>	There is consistent evidence that the special education teacher schedules, collaborates with and guides educational assistants in planning to meet students' individualized educational needs.	There is evidence that the special education teacher schedules, collaborates with and guides educational assistants in planning to meet students individualized educational needs.	There is little evidence that the special education teacher schedules, collaborates with and guides educational assistants in planning to meet students' individualized educational needs.	There is no evidence that the special education teacher schedules, collaborates with and guides educational assistants in planning to meet students' individualized educational needs.	



## FERN RIDGE SCHOOL DISTRICT 28J

**Teacher Professional Practice & Professional Responsibilities Rating Score (3.6–4.0 = 4 PP/PR, 2.81–3.59 = 3 PP/PR, 1.99-2.8 = PP/PR\*, <1.99 = 1 PP/PR):**

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

**Student Growth Goal Level:**

**Overall rating based on Matrix:**

<b>Y-AXIS: Professional Practice &amp; Professional Responsibilities (PP/PR)</b>	<b>LEVEL 4 <i>(Highest)</i></b>	<b>COLLEGIAL *SLG INQUIRY 3</b>	<b>FACILITATIVE or COLLEGIAL *SLG INQUIRY 3 or 4</b>	<b>FACILITATIVE 4</b>	<b>FACILITATIVE 4</b>
	<b>LEVEL 3</b>	<b>COLLEGIAL or CONSULTING *SLG INQUIRY 2 or 3</b>	<b>COLLEGIAL 3</b>	<b>COLLEGIAL 3</b>	<b>COLLEGIAL 3</b>
	<b>LEVEL 2</b>	<b>CONSULTING 2</b>	<b>CONSULTING 2</b>	<b>CONSULTING 2</b>	<b>COLLEGIAL or CONSULTING *PP/PR INQUIRY 2 or 3</b>
	<b>LEVEL 1 <i>(Lowest)</i></b>	<b>DIRECTED 1</b>	<b>DIRECTED 1</b>	<b>CONSULTING or DIRECTED *PP/PR INQUIRY 1 or 2</b>	<b>CONSULTING *PP/PR INQUIRY 2</b>
		<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>X-AXIS: Rating on Student Learning and Growth</b>					



## FERN RIDGE SCHOOL DISTRICT 28J

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

Teacher's response, if desired, as provided by law:

The following attachments are part of this report (including goal-setting form):

Supervisor's Comments:

Supervisor's Recommendations:

- Continuation of Employment
- Program of Assistance for Improvement
- Termination of Employment
- Other: Hired temporary this school year only

This is to certify we have read and discussed the above report: \_\_\_\_\_  
Teacher Date Supervisor Date

*Original to Personnel File at District Office*



## FERN RIDGE SCHOOL DISTRICT 28J

### Yearly Self-Evaluation Form

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_  
 Site: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
 Assignment: \_\_\_\_\_ Year: \_\_\_\_\_ Probationary: \_\_\_\_\_ Contract: \_\_\_\_\_

Prior to the yearly reflection meeting, the supervisor completes the rubric checking the box for the performance level for each standard. The supervisor then shares the completed rubric with the teacher at the yearly reflection meeting.

### Fern Ridge Schools Performance Evaluation Rubric

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
1.1	Planning and Preparation for Learning: <b>Knowledge of Content and Students</b>	Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas of how to teach it and how students learn.	
1.2	Planning and Preparation for Learning: <b>Collaboration</b>	There is consistent evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff and/or educational assistants when developing and organizing framework to plan high-quality teaching and learning activities that align curriculum, assessment, and instruction.	There is evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff and/or educational assistants when developing and organizing framework to align curriculum, assessments, and instruction that reflects some appropriate accommodations and specialized instruction from students' IEPs.	There is little evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related and/or educational assistants staff when developing and organizing framework to align curriculum, assessments, and instruction that reflects some appropriate accommodations and specialized instruction from students' IEPs.	There is no evidence that the Special Education teacher collaborates with the General Education teacher and/or secondary/related services staff and/or educational assistants when developing and organizing framework to plan teaching and learning activities that reflect the accommodations and specialized instruction from students' IEPs..	



## FERN RIDGE SCHOOL DISTRICT 28J

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
1.3	Planning and Preparation for Learning: <b>Plans, Alignment and Lesson</b>	There is consistent evidence that the Special Education teacher collaborates with the General Education teacher, educational assistants, and related services staff to plan high-quality teaching and learning activities that align the IEP with curriculum, assessment, and instruction.	There is evidence that the Special Education teacher collaborates with the General Education teacher, educational assistants and related services staff to plan quality teaching and learning activities that attempt to align the IEP with curriculum, assessment, and instruction.	There is little evidence that the Special Education teacher collaborates with the General Education teacher, educational assistants and related services staff to plan teaching and learning activities that rarely align the IEP with curriculum, assessment, and instruction.	There is no evidence that the Special Education teacher collaborates with the General Education teacher, educational assistants and related services staff to plan teaching and learning activities and, therefore, do not align the IEP with curriculum, assessment, and instruction.	
1.4	Planning and Preparation for Learning: <b>Specialized Instruction</b>	There is consistent evidence that the Special Education teacher consistently collaborates with the General Education teacher, related services staff and/or educational assistants in planning specialized instruction delivered through flexible grouping or a small group class.	There is evidence that the Special Education teacher collaborates with the General Education teacher, related services staff and/or educational assistants in planning specialized instruction delivered through flexible grouping or a small group class to accommodate some student needs.	There is little evidence that the Special Education teacher collaborates with the General Education teacher, related services staff and/or educational assistants in planning specialized instruction delivered through flexible grouping or a small group class to accommodate few student needs.	There is no evidence that the Special Education teacher collaborates with the General Education teacher, related services staff and/or educational assistants in planning for specialized instruction through flexible grouping or in a small group class.	



## FERN RIDGE SCHOOL DISTRICT 28J

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
1.5	Planning and Preparation for Learning: <b>Planning Assessments</b>	There is consistent evidence that the Special Education teacher consistently collaborates with the General Education teacher, secondary/related services staff and/or educational assistants in consistently planning and accommodating assessments based on student learning goals that measure progress toward and mastery of the students' IEP goals and objectives.	There is consistent evidence that the Special Education teacher collaborates with the General Education teacher, secondary/related services staff and/or educational assistants in planning and accommodating assessments based on desired student outcomes; however, the assessments do not always measure progress toward and mastery of the students' IEP goals and objectives.	There is little evidence that the Special Education teacher collaborates with the General Education teacher, secondary/related services staff and/or educational assistants in planning and accommodating assessments based on desired student outcomes; the assessments rarely measure progress toward and mastery of the students' IEP goals and objectives.	There is no evidence that the Special Education teacher collaborates with the General Education teacher, secondary/related services staff and/or educational assistants in planning and accommodating assessments that measure progress toward achieving mastery of the students' IEP goals and objectives.	
2.6	Classroom Management: <b>Relationships/ Respect</b>	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with ad hoc rules and consequences as events unfold during the year.	
2.7	Classroom Management: <b>Relationships/ Respect</b>	Shows warmth, caring, respect, and fairness of all students and builds strong relationships. Earns most students' respect and creates a climate in which disruption of learning is extremely rare and handled promptly and appropriately.	Is fair and respectful toward students and builds positive relationships. Builds a culture of respect with the learning classroom.	Is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the classroom.	Is sometimes unfair and disrespectful to the class; plays favorites. Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.	



FERN RIDGE SCHOOL DISTRICT 28J

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
2.8	Classroom Management: <b>Socio-emotional</b>	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior and makes an example of inappropriately behaving students.	Publicly berates “bad” students, blaming them for their poor behavior.	
2.9	Classroom Management: <b>Routines and Efficiency</b>	Successfully instills class routines so that students maintain them throughout the year. Uses coherence, lesson momentum and smooth transitions to get the most out of every minute.	Teaches routines and has students maintain them all year. Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Tries to train students in class routines, but many of the routines are not maintained. Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Does not teach routines and is constantly nagging, threatening, and punishing students. Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.	
3.10	Delivery of Instruction: <b>Engagement and Mindset</b>	There is consistent evidence that the Special Education teacher attempts to communicate learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.	There is evidence that the Special Education teacher attempts to communicate learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.	There is little evidence that the Special Education teacher communicates learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.	There is little evidence that the Special Education teacher communicates learning expectations to students using language of the standards, research based instructional strategies, and specialized instruction to engage students in learning.	



## FERN RIDGE SCHOOL DISTRICT 28J

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
3.11	Delivery of Instruction: <b>Learning Goals</b>	There is consistent evidence that the Special Education teacher consistently demonstrates high expectations for student and establishes a learning environment that encourages, guides, and supports students' self-monitoring and self-improvement of achievement and behavior.	There is evidence that the Special Education teacher holds high expectations for some students and encourages them to engage in self-monitoring and self-improvement of behavior and achievement; however, the teacher provides guidance to students on how to monitor their own learning and behavior.	There is little evidence that the Special Education teacher holds high expectations for some students and encourages them to engage in self-monitoring and self-improvement of behavior and achievement; however, the teacher provides guidance to students on how to monitor their own learning and behavior.	There is no evidence that the Special Education teacher demonstrates high expectations for all learners or allows the students to be responsible for their own learning or behavior.	
3.12	Delivery of Instruction: <b>Connections and Application</b>	There is consistent evidence that the Special Education teacher emphasizes and encourages students to maximize thinking/reasoning skills and processes. The teacher routinely delivers instruction using techniques that assist students in applying what they have learned to real-life situations.	There is evidence that the Special Education teacher emphasizes and encourages students to maximize thinking/reasoning skills and processes; however, the teacher does not fully understand or guide the use of higher-order thinking or only infrequently uses these techniques.	There is some evidence the Special Education teacher emphasizes and encourages students to maximize thinking/reasoning skills and processes; however, the teacher does not use these techniques.	There is no evidence that the Special Education teacher emphasizes and encourages students to maximize thinking/reasoning skills and processes.	
3.13	Delivery of Instruction: <b>Repertoire (Variety of Instruction)</b>	Orchestrates Exemplary strategies, materials, and groupings to involve and motivate students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of strategies, materials, and groupings.	Uses only one or two strategies and types of materials and fails to reach most students.	



## FERN RIDGE SCHOOL DISTRICT 28J

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
3.14	Delivery of Instruction: <b>Differentiation (adapting to individual learning needs)</b>	There is consistent evidence that the Special Education teachers uses specialized instruction within flexible groupings designed to accommodate students' cognitive and developmental needs, processing strengths and weaknesses, learning styles and interests.	There is evidence that the Special Education teacher specializes and adjusts instruction with some flexible groupings to accommodate students' cognitive and developmental levels, processing strengths and weaknesses and learning styles; however some instruction tends to be teacher-centered and whole group in approach.	There is little evidence of specialized instruction. The Special Education teacher attempts to accommodate students with disabilities through the use of flexible groupings based on data collection. The content is presented in limited ways to all students regardless of their cognitive and developmental levels, processing strengths and weaknesses and learning styles.	There is no evidence of specialized instruction. The Special Education teacher uses a single plan and no flexible groupings for all students with disabilities. The content is presented in the same way to all students regardless of their cognitive and developmental levels, processing strengths and weaknesses and learning styles.	
4.15	Monitoring, Assessment, and Follow-Up: <b>Diagnostic Assessments</b>	There is consistent evidence that the Special Education teacher gives students a well-constructed diagnostic assessment up front to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction. This assessment is ongoing for planning.	There is evidence that the Special Education teacher uses diagnostic assessment up front to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction. This assessment is occasional.	There is little evidence that the Special Education teacher uses diagnostic assessment up front to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction. This assessment is irregular.	There is no evidence that the Special Education teacher uses diagnostic assessment up front to identify individual and class strengths, prior knowledge, and areas of weakness to design specialized instruction.	



## FERN RIDGE SCHOOL DISTRICT 28J

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
4.16	Monitoring, Assessment, and Follow-Up: <b>Formative Assessments</b>	There is consistent evidence that the Special Education teachers uses formative assessment to take data on IEP goals/objectives, monitor student progress and to adjust instruction to meet students' individual learning needs according to their IEPs..	There is evidence that the Special Education teacher uses some formative assessment to guide adjustments of instruction; however, formative assessment is only occasionally used at the individual level and data is taken inconsistently on IEP goals and objectives.	There is little that the Special Education teacher uses formative assessment to make adjustments in instruction. Formative assessment is used infrequently at the individual level and data is taken rarely on IEP goals and objectives.	There is no evidence that the special Education teacher uses formative assessment strategies either to monitor student achievement and progress on IEP goals and objectives or to adjust instruction to meet student needs.	
4.17	Monitoring, Assessment, and Follow-Up: <b>Summative Assessment &amp; Reporting</b>	There is consistent evidence that the Special Education teacher uses a variety of summative assessments to evaluate student achievement and provide timely feedback on student performances towards IEP goals and objectives.	There is evidence that the Special Education teacher uses some summative assessments to evaluate student achievement and provide feedback on student performances towards IEP goals and objectives.	There is little evidence that the Special Education teacher occasionally uses summative assessments to evaluate student achievement and provide feedback on student performances towards IEP goals and objectives.	There is no evidence that the Special Education teacher summative assessment and feedback is not given regarding student performances towards IEP goals and objectives.	
5.18	Family and Community Outreach: <b>Belief</b>	Shows each parent an in-depth knowledge (e.g., academic, cultural, values, beliefs) of his/her child and a strong belief he/she will meet or exceed standards.	Communicates respectfully with parents, is sensitive to cultural values, and is genuine in believing in each child's ability to reach standards.	Tries to be sensitive to family culture and beliefs and communicates that he or she cares about the child, wanting the best for the child.	Is insensitive to family values or culture and does not communicate knowledge of the child or concern about his or her future.	
5.19	Family and Community Outreach: <b>Communication</b>	Gives parents clear, user-friendly and on-going curricular, learning and behavior expectations; focusing on the child's positive news first before communicating any red-flag issues.	Clearly communicates and updates parents regarding curriculum learning, and behavioral expectations; describing both current issues and good news situations.	Occasionally communicates when an issue arises or to offer an occasional suggestion of how parents can support their child's learning.	Does not inform parents about learning or behavioral expectations; seldom communicates concerns, positive news, or ways in which parents can support their child's learning.	



## FERN RIDGE SCHOOL DISTRICT 28J

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
5.20	Family and Community Outreach: <b>Responsiveness</b>	Deals immediately and successfully with parent concerns and makes parents feel welcome. Actively engages family and community in school.	Responds promptly to parent concerns and makes parents feel welcome at schools.	Is slow to respond to some parent concerns and gives off an unwelcome vibe.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.	
6.21	Professional Responsibilities: <b>Assistive Technology</b>	There is consistent evidence that the Special Education teacher is using accessible, instructive and assistive technology to enhance student learning and to support their achievement.	There is evidence that the Special Education teacher is using accessible, instructive and assistive technology to enhance student learning and to support their achievement.	There is little evidence that the Special Education teacher is using accessible, instructive and assistive technology to enhance student learning and to support their achievement.	There is no evidence that the Special Education teacher is using accessible, instructive and assistive technology to enhance student learning and to support their achievement.	
6.22	Professional Responsibilities: <b>Professionalism</b>	Presents self as a consummate professional and always observes appropriate boundaries and expectations.	Demonstrates professional demeanor/behavior and maintains appropriate boundaries.	Occasionally acts and/or presents self in an unprofessional manner and disrespects boundaries.	Frequently acts and/or presents self in an unprofessional manner and violates boundaries and/or responsibilities.	
6.23	Professional Responsibilities: <b>Working with Teams</b>	Elicits all voices in planning units, sharing teaching ideas, looking at student work and utilizing data to change instruction. Values and appreciates colleagues.	Collaborates with colleagues to plan units, share teaching ideas and look at student work. Seeks input from colleagues.	Meets regularly with colleagues to share ideas about teaching and students and includes colleagues when necessary.	Meets infrequently with colleagues and is not open to collaboration. Is not respectful of colleagues when communicating with them.	
6.24	Professional Responsibilities: <b>Self-Improvement</b>	Seeks out best –practices, feedback, and suggestions, which are integrated into practice. Active participant of professional workshops, study groups, reading and/or research to improve teaching and learning.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective teaching ideas from supervisors, colleagues and other sources.	Keeps an eye out for new ideas to improve teaching and learning, but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	Is not open to ideas for improving teaching and learning. Is defensive and/or resistant to changing professional practices.	



FERN RIDGE SCHOOL DISTRICT 28J

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
6.25	Professional Responsibilities: <b>Due Process Compliance, Ethical/Legal Practice</b>	Consistently completes all required duties related to the special education process and initiates new effective processes that serve as a model for other teachers.	Completes all required and assigned duties related to the special education process.	Completes some required and assigned duties related to the special education process.	Does not complete required and assigned duties related to special education process.	
6.26	Professional Responsibilities: <b>Guiding Teams</b>	There is consistent evidence that the special education teacher schedules, collaborates with and guides educational assistants in planning to meet students' individualized educational needs.	There is evidence that the special education teacher schedules, collaborates with and guides educational assistants in planning to meet students individualized educational needs.	There is little evidence that the special education teacher schedules, collaborates with and guides educational assistants in planning to meet students' individualized educational needs.	There is no evidence that the special education teacher schedules, collaborates with and guides educational assistants in planning to meet students' individualized educational needs.	

Teacher's response:

Supervisor's Comments:

This is to certify we have read and discussed the above report: \_\_\_\_\_  
 Teacher Date Supervisor Date



TEACHER SLG GOAL SETTING TEMPLATE

Teacher: \_\_\_\_\_

Contract Status: \_\_\_\_\_

School: \_\_\_\_\_

School Year: \_\_\_\_\_

Administrator/Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Level:  Elementary  Middle School  High School

Goal Type:  Individual Goal  Team Goal

SLG GOAL 1	
Goal-Setting Conference	Content Standards/Skills
	Assessments <input type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____
	Context/Students
	Baseline Data
	Student Growth Goal (Targets)
	Rationale
	Strategies



SLG GOAL 2				
Goal-Setting Conference	Content Standards/Skills			
	Assessments	<input type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____		
	Context/Students			
	Baseline Data			
	Student Growth Goal (Targets)			
	Rationale			
	Strategies			
Sign-Off at Initial Collaborative Meeting: Date: _____ Teacher: _____ Principal: _____				
Mid-Year Review	Collaborative Mid-Year Goal Review			
	Strategy Modification			
	Teacher Signature:	Date:	Administrator/Evaluator Signature:	Date:
Year-End Goal Conference	End-of-Year Data			
	Reflection on Results			
	Professional Growth Plan Implications			
	Evaluation Level	SG #1	SG #2	Overall Level:
	Teacher Signature:	Date:	Administrator/Evaluator Signature:	Date:



Level 4 <i>(Highest)</i>	This category applies when approximately 90% of students met their target(s) and approximately 25% 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 student met their target(s), but those that missed the target missed by more than 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 <i>(Lowest)</i>	This category applies when less than 70% of students meet their 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. These two tools must be used to score SLG goals to determine the educator’s impact on student learning and growth in the summative evaluation.

<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
You must score: - 4 on both goals	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 could score: - 2 on both goals, or - 2 on both 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: - 1 on both goals, or - 1 on one goal & 2 on one goal



**Informal Observation Form A**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_ Time of Observation: \_\_\_\_\_

	Highly Effective	Effective	Concern	Comments
<b><u>Planning and Preparation</u></b> <ul style="list-style-type: none"><li>•lesson planning</li><li>•standards</li><li>•assessment</li><li>•environment</li></ul>				
<b><u>Classroom Management</u></b> <ul style="list-style-type: none"><li>•expectations</li><li>•strategies</li><li>•relationships</li><li>•routines</li></ul>				
<b><u>Delivery of Instruction</u></b> <ul style="list-style-type: none"><li>•subject knowledge</li><li>•engagement</li><li>•clear objectives</li><li>•makes connections</li><li>•multiple strategies</li><li>•differentiation</li></ul>				



**Informal Observation Form B**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_ Time of Observation: \_\_\_\_\_

<b>I noticed:</b>	<b>I wondered about:</b>
<b>Support/Resources Needed:</b>	<b>Next Steps:</b>



**Professional Growth Action Plan**

Educator: \_\_\_\_\_

Assignment: \_\_\_\_\_

School: \_\_\_\_\_

School Year: \_\_\_\_\_

Professional Growth Activity:

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

Explanation:

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

**Related to Domain(s) / Standards:**

Domain 1: Planning and Preparation for Learning      Standard: \_\_\_\_\_

Domain 2: Classroom Management      Standard: \_\_\_\_\_

Domain 3: Delivery of Instruction      Standard: \_\_\_\_\_

Domain 4: Monitoring, Assessment and Follow-up      Standard: \_\_\_\_\_

Domain 5: Family and Community Outreach      Standard: \_\_\_\_\_

Domain 6: Professional Responsibilities      Standard: \_\_\_\_\_

How will this goal improve student learning (If Applicable)?

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

What measurable criteria will be used to assess your goals' success (If Applicable)?

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

The professional growth activity has been approved between the supervisor and teacher prior to beginning the activity.

Teacher

Date

Supervisor

Date



**Professional Growth Action Plan Part 2**

	Activities/Methods	Resources Needed	Timeline	Completion Date
1				
2				
3				
4				
5				
6				
7				

How will you document evidence of professional growth?

Reflection (complete at the end of your professional growth activity):

The professional growth activity results or progress has been discussed between the supervisor and teacher at the completion of the activity.

---

Teacher

Date

Supervisor

Date



## Glossary of Terms

### Professional Growth and Performance Evaluation Manual

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

**Differentiation:** Adapting instruction to individual learning needs.

**Domain:** Six (6) broad categories containing the 30 standards for teaching effectiveness.

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

**Diagnostic Assessment:** An assessment to measure where students are currently in their learning (i.e., Pre-assessments). Used to focus or guide future instruction.

**Formative Assessment:** Ongoing assessments to measure student learning throughout instruction (i.e., On-the-Spot, Interim, Check for Understanding, Exit Tickets, etc.). Used to modify ongoing instruction.

**Summative Assessment:** An assessment delivered at the end of instruction to measure overall student learning.

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

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

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

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

**Improvement Plan:** A plan may be developed and implemented when a probationary teacher has an unsatisfactory review/evaluation. If the teacher does not improve through the implementation of this plan, he/she will not be recommended for rehire.

**Informal observations:** The purpose of the informal observation is for the supervisor to observe effective teaching strategies and student engagement. Contract teachers will be informally observed three (3) or four (4) times per year. Observations will be followed up with written and verbal feedback from the supervisor within 48 hours.

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

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



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

- **Highly Effective:** The teacher’s skills in this content area are in the top of their field and can serve as a model and example to other teachers. There must be significant evidence for a teacher to be ranked highly effective on the evaluation rubric.
- **Effective:** The performance is strong, and there are no apparent weaknesses.
- **Basic:** The performance is satisfactory, but there are specific areas that can be improved.
- **Unsatisfactory:** The performance is unacceptable and must improve significantly.

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

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

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

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

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

**Repertoire:** A variety of instructional techniques or methods.

**Standard:** Performance criteria used by teachers to set goals and used by supervisors to evaluate or review teacher effectiveness. These 30 standards represent Fern Ridge Schools’ criteria of effective teaching.

**Support Strategy:** Offered when a supervisor determines a teacher is not performing satisfactorily. These strategies are building based, informal and include building administrator and teacher.

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

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



## **Components of the Student Learning and Growth Goal Setting Process – Key Ideas**

### **Content Standards/Skills**

- Identifies core knowledge and skills students are expected to attain as required by the applicable standards.
- Represents the big ideas or domains of the content taught during the interval of instruction.

### **Context**

- Identifies the students covered by the goal
- Describes the student population and considers any contextual factors that may impact student growth

### **Assessment**

- Includes measures aligned to standards and that meet state criteria
- Provides sufficient “stretch” so that all students may demonstrate learning, or includes supplemental measures to cover the ability levels of all the students for which the goal is written

### **Baseline Data**

- Sources of information about student learning ( e.g., test scores from prior years, results of pre-assessments) including trend data, if available
- Summarizes student strengths and weaknesses

### **Student Learning and Growth Goal (Targets)**

- Uses baseline data to determine appropriate growth
- Ambitious yet attainable targets are set for each student, tiered when appropriate so that all students may demonstrate growth

### **Rationale**

- Demonstrates teacher knowledge of students and content
- Explains why target is appropriate for the population

### **Strategies**

- Describes the instructional strategies aligned to the specific content and skills identified in the goal
- Differentiated to account for needs of all students and to minimize barriers to learning

### **Professional Learning and Support**

- Identifies supports that are specific to meeting the identified goal
- Considers results of self-reflection



**Correlation between the Fern Ridge School District Rubric Standards and the Interstate Teacher Assessment and Support consortium (InTASC) Standards**

InTASC Standards(s)	FRSD School District Standard(s)
<p><b>#1: Learner Development:</b> The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p><b>Planning and Preparation for Learning</b> Plans, Alignment and Lessons 1.1 Standards and Units 1.2 <b>Delivery of Instruction</b> Knowledge of Content and Students 3.10 Engagement 3.12 Connections and Applications 3.14 Repertoire 3.16 Differentiation 3.17</p>
<p><b>#2: Learning Differences:</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.</p>	<p><b>Planning and Preparation for Learning</b> Standards and Units 1.2 <b>Deliver of Instruction</b> Knowledge of Content and Students 3.10 Clarity 3.15 Repertoire 3.16 Differentiation 3.17</p>
<p><b>#3: Learning Environment:</b> The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction , active engagement in learning, and self-motivation.</p>	<p><b>Classroom Management</b> Expectations 2.6 Relationships/Respect 2.7 Socio-emotional 2.8 <b>Delivery of Instruction</b> Mindset 4.1 Engagement 3.12 Repertoire 3.16 <b>Monitoring, Assessment, and Follow-Up</b> Self-Assessment 4.21</p>
<p><b>#4: Content Knowledge:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.</p>	<p><b>Planning and Preparation for Learning</b> Plans, Alignment and Lessons 1.1 Standards and Units 1.2 <b>Delivery of Instruction</b> Knowledge of Content and Students 3.10 Connections and Applications 3.14 Repertoire 3.16 Differentiation 3.17 <b>Monitoring, Assessment, and Follow-Up</b> Formative Assessment 4.20</p>
<p><b>#5: Innovative Applications of Content:</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking, and collaborative problem solving related to authentic local and global issues.</p>	<p><b>Delivery of Instruction</b> Engagement 3.12 Learning goals 3.13 Connections and Applications 3.14 Repertoire 3.16</p>



InTASC Standards(s)	FRSD School District Standard(s)
<p><b>#6: Assessment:</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher’s ongoing planning and instruction.</p>	<p><b>Planning and Preparation for Instruction</b> Assessment. 1.3 <b>Delivery of Instruction</b> Connections and Applications 3.14 <b>Monitoring, Assessment, and Follow-Up</b> Diagnostic, Formative, Self-Assessment 4.19, 4.20, 4.21</p>
<p><b>#7: Planning for Instruction:</b> The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.</p>	<p><b>Planning and Preparation for Instruction</b> Plans, Alignment and Lesson 1.1 Standards and Units 1.2 <b>Deliver of Instruction</b> Knowledge of Content and Students 3.10 <b>Monitoring, Assessment, and Follow-Up</b> Reflection and Analysis 4.22</p>
<p><b>#8: Instructional Strategies:</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to access and appropriately apply information.</p>	<p><b>Planning and Preparation for Instruction</b> Standards and Units 1.2 <b>Classroom Management</b> Expectations 2.6 <b>Delivery of Instruction</b> Knowledge of Content and Students 3.10 Engagement 3.12 Learning Goals 3.13 Connections and Applications 3.14 Clarity 3.16 Repertoire 3.16</p>
<p><b>#9: Content Knowledge:</b> The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.</p>	<p><b>Monitoring, Assessment, and Follow-Up</b> Reflection and Analysis 4.22 <b>Family and Community Outreach</b> Communication 5.24 <b>Professional Responsibilities</b> Contribution to School 6.28 Self-improvement 6.30</p>
<p><b>#10: Collaboration:</b> The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.</p>	<p><b>Family and Community Outreach</b> Belief 5.23 Communication 5.24 Responsiveness 5.25 <b>Professional Responsibilities</b> Professionalism 6.26 School/Culture/Community 6.27 Contribution to School 6.28 Working with Teams 6.29</p>