



**SPECIALIST PERFORMANCE
AND
EVALUATION SYSTEM**

(Revised July 2018)



Fern Ridge Schools

Specialist Performance Review and Evaluation System

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Timeline of Specialist 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.

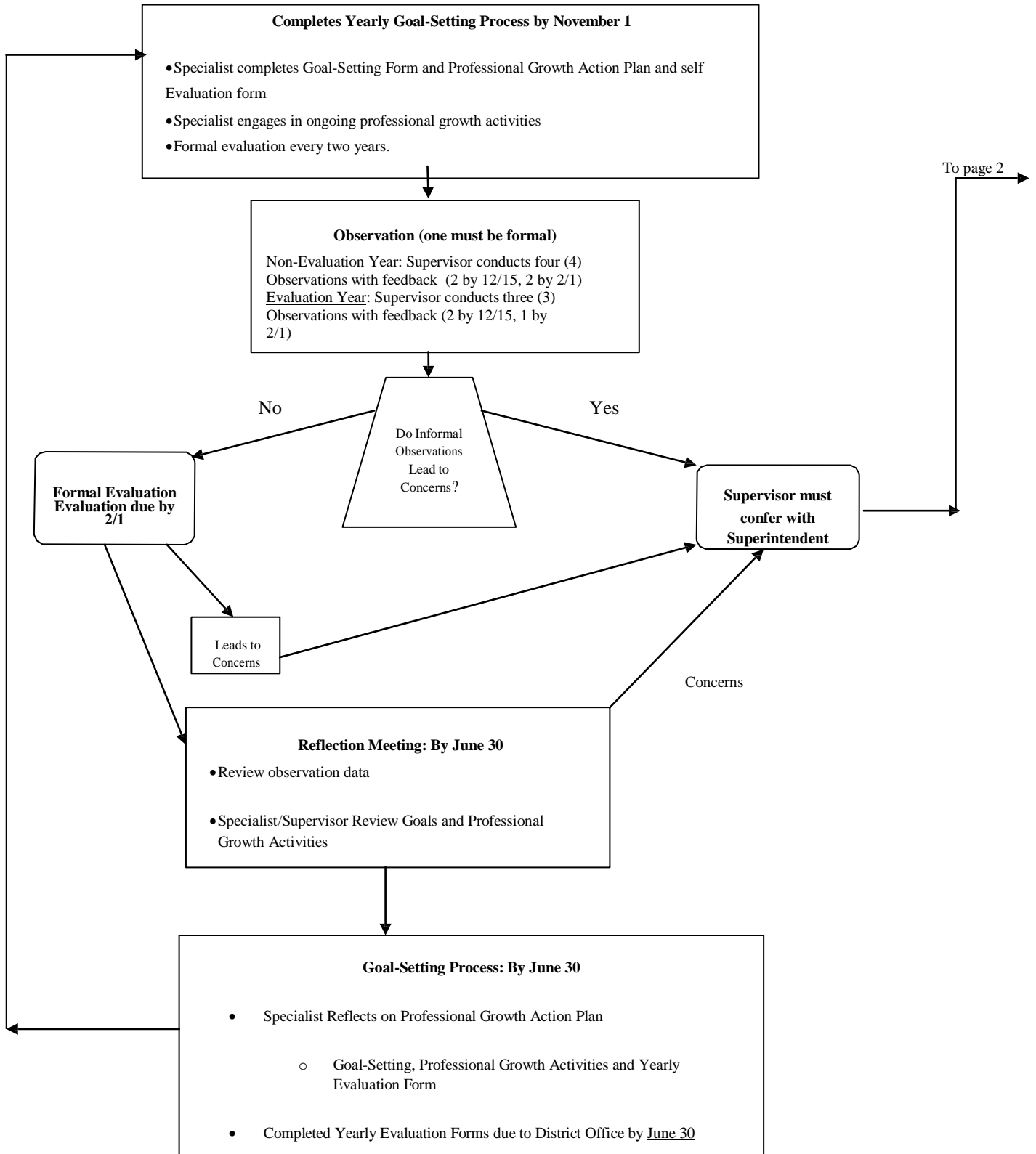
Evaluation is a collaborative, continual improvement process based on clear expectations and objective data, in which competence is verified, strengths are assessed, and excellence is acknowledged. Emphasis of the evaluation system should be professional growth where employees are empowered to be self-directed. 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 Specialist Timeline			
By November 1st	By December 15 th	By February 1st	By June 30th
Google Docs: Yearly Self-Evaluation Form Professional Growth Action Plan Goal-Setting Action Plan (SLG form) due to supervisor.	First Observation (pg. 24-25) and first Formal Evaluation (Google Docs) with discussions Formal Evaluation Form filed with the district office.	Second Observation (pg. 24-25) and second Formal Evaluation (Google Docs) with discussions. Formal Evaluations Form filed with the district office.	Yearly Reflection Meeting, Professional Growth Action Plan and Goal-Setting Form (Google Docs).
Contract Specialist Timeline			
By November 1st	By December 15 th	By February 1st	By June 30th
Google Docs: Yearly Self-Evaluation Form Professional Growth Action Plan Goal-Setting Action Plan (SLG form) due to supervisor.	<u>Non-Evaluation year and Evaluation year:</u> Two Observations (pg. 24-25) with discussions.	<u>Non-Evaluation Year:</u> Two Observations (pg. 24-25) with discussions. <u>Evaluation Year:</u> One observation (pg. 24-25) and one Formal Evaluation Form (Google docs) Formal Evaluations Form filed with the district office.	Yearly Reflection Meeting, Professional Growth Action Plan and Goal-Setting Form (Google Docs)

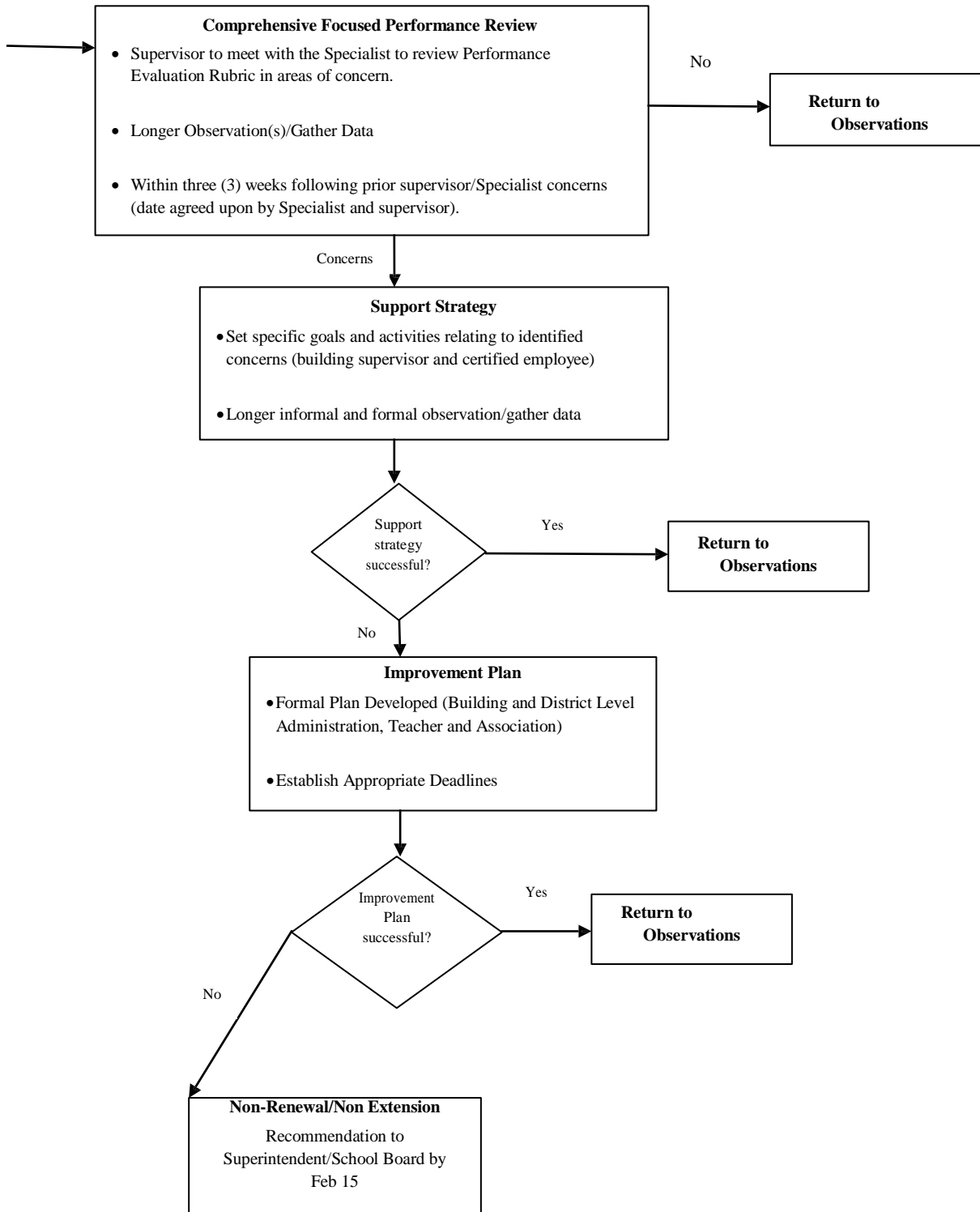


Contract Specialist: Performance Evaluation Flowchart (page 1)

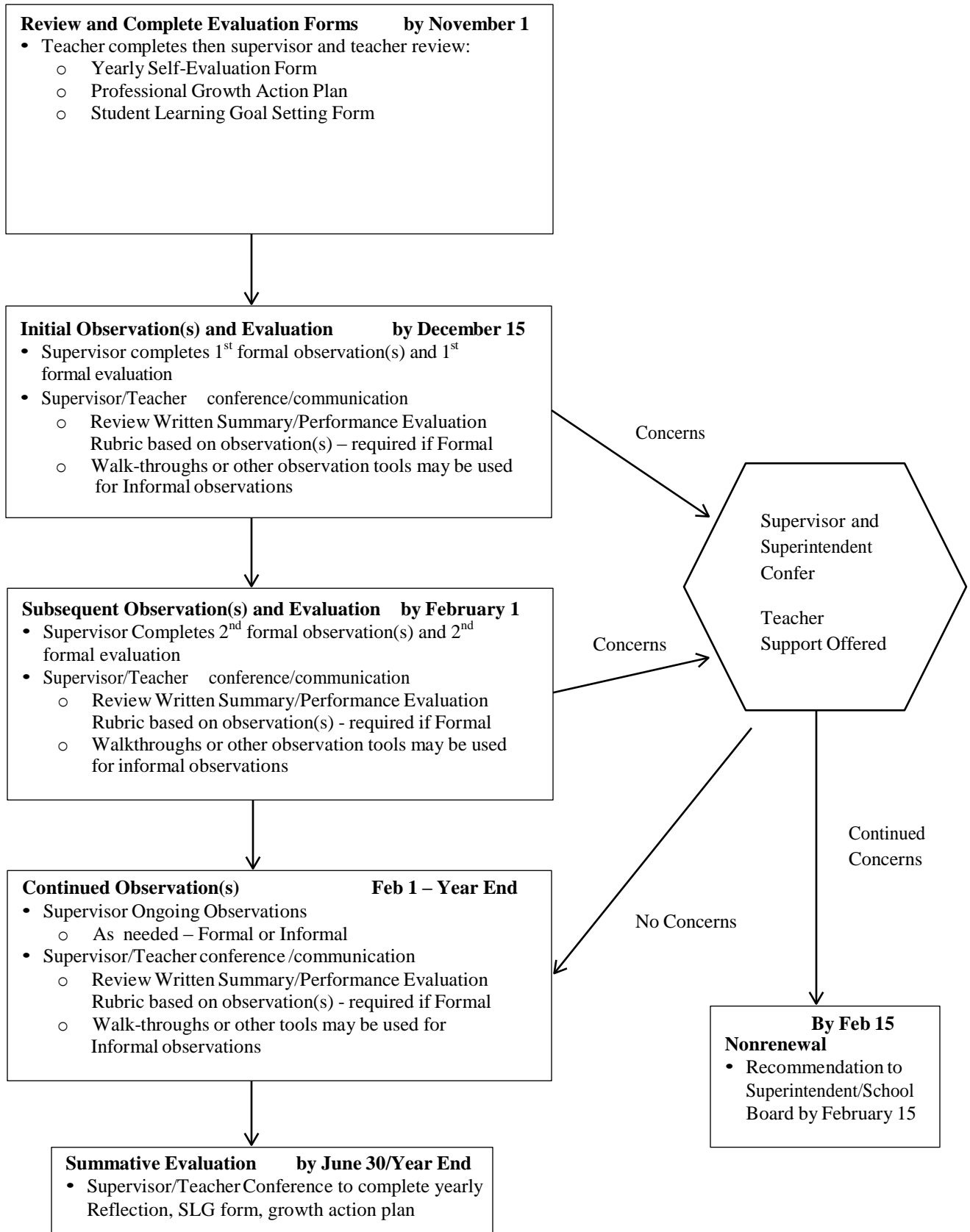




Contract Specialist: Performance Evaluation Flowchart (page 2)



Probationary Teachers Evaluation Flowchart





FERN RIDGE SCHOOL DISTRICT 28J

Domain 1: Identification and Evaluation Specialist Standard 1: Referral Process

Guiding Questions:

- Is the screening relevant to the needs of the student?
- Is the referral being conducted in a timely manner?
- Are the referral results conveyed to the team/teacher?

Highly Effective	Effective	Area for Growth	Does Not Meet
Specialist is proactive in responding to referrals and completes highly competent screenings of student needs.	Specialist responds to referrals and completes thorough screenings of student needs.	Specialist responds to referrals when pressed and completes adequate screenings of students.	Specialist fails to respond to referrals or completes hasty screenings of student needs.

Possible evidence to look for:

- Procedures for referrals and screening results are clear and communicated to staff and key stakeholders.
- RTI and EBISS documentation.



Domain 1: Identification and Evaluation Specialist Standard 2: Assessment

Guiding Questions:

- Does the Specialist use a variety of testing materials?
- What kind of assessment data does the Specialist use to inform decision making?
- Does the Specialist observe in multiple settings?

Highly Effective	Effective	Area for Growth	Does Not Meet
Specialist uses and interprets a variety of non-discriminatory standardized and non-standardized assessments and observes in multiple contexts to evaluate students' strengths and needs.	Specialist uses and interprets a variety of non-discriminatory standardized assessments to evaluate students' strengths and needs.	Specialist uses and interprets limited assessments to evaluate students' strengths and needs.	Specialist administers inappropriate assessments to evaluate students' strengths and needs. Does not interpret results accurately.

Possible evidence to look for:

- The Specialist selects current, culturally sensitive, and evidence-based assessment techniques and tools relevant to the identified referral questions.
- The Specialist obtains information about student's strengths and needs from a variety of sources.
- The Specialist observes student within multiple contexts of performance.
- Assessments are performed, scored, and interpreted with accuracy.



Domain 1: Identification and Evaluation: Specialist Standard 3: Documentation of Evaluation

Guiding Questions:

- Are the evaluation reports clearly written and understandable?
- Is the evaluation information presented to key stakeholders in a way that is clear and tied to educational performance?
- Is the Specialist able to answer questions presented by key stakeholders?

Highly Effective	Effective	Area for Growth	Does Not Meet
Evaluation results are comprehensive, well written, and show a clear understanding of student's unique needs. Pertinent information, including specific recommendations that are relevant to evaluation findings, is provided to assist with planning program and determining eligibility.	Evaluation results show a clear understanding of student's unique needs. Pertinent information, including general recommendations, is provided to assist with planning program and determining eligibility.	Evaluation results show adequate understanding of student's needs. Limited information is provided to assist with planning program and determining eligibility.	Evaluation results show minimal understanding of student's needs. Inadequate information is provided to assist with planning program and determining eligibility.

Possible evidence to look for:

- The Specialist analyzes and interprets information gained through assessment and state guidelines to determine student eligibilities.
- The Specialist integrates results of assessments and develops recommendations.
- The Specialist provides clear, concise written documentation to include relevant history and overall levels of communicative functioning.
- The Specialist effectively communicates how disability adversely affects students' educational performance.
- Content is clearly written and understandable.
- District and Federal time requirements are met.



FERN RIDGE SCHOOL DISTRICT 28J

Domain 2: Preparation and Planning Specialist Standard 4: Communication

Guiding Questions:

- Does Specialist collaborate with parents, school personnel, and key stakeholders when developing programs and services for student?
- Does the Specialist meet and/or communicate regularly with colleagues regarding students' needs?

Highly Effective	Effective	Area for Growth	Does Not Meet
Specialist engages in routine and Exemplary communication with parents, school personnel, and key stakeholders. Specialist uses and shares pertinent information to plan programs and services for students.	Specialist engages in routine and effective communication with parents, school personnel, and key stakeholders. Specialist uses pertinent information to plan programs and services for students.	Specialist engages in some communication with parents, school personnel, and key stakeholders. Specialist uses some information to plan programs and services for students.	Specialist rarely engages in communication with parents, school personnel, and key stakeholders. Specialist rarely uses information to plan programs and services for students.

Possible evidence to look for:

- The Specialist is receptive to input from colleagues.
- The Specialist encourages colleagues to share professional ideas, thoughts, and comments regarding students' educational needs.
- The Specialist maintains documentation of communication with parents, school personnel, and key stakeholders.

Domain 2: Preparation and Planning Specialist Standard 5: Goal Development

Guiding Questions:

- Is the Specialist familiar with the Oregon Common core State Standards and how they influence speech-language goal development?
- Is the speech-language IEP goal(s) clear and measureable and based on current and relevant data?

Highly Effective	Effective	Area for Growth	Does Not Meet
Specialist develops clear and measureable goals based on a variety of assessment results and input from the IEP team that are aligned with developmental norms and Oregon Common Core State Standards.	Specialist develops measureable goals based on assessment results that are aligned with developmental norms and Oregon Common Core State Standards.	Specialist rarely develops measurable goals. Developed goals are based on limited information and are sometimes aligned with developmental norms and Oregon Common Core State Standards.	Specialist develops non-measurable goals that are not aligned with developmental norms and Oregon Common Core State Standards.

Possible evidence to look for:

- The Specialist is familiar with students' IEP goals and they are readily available.
- The Specialist draws from Common Core State Standards when writing IEP goals.
- The Specialist uses a variety of formal and informal assessment results when developing goals.



Domain 2: Preparation and Planning Specialist Standard 6: Materials

Guiding Questions:

- Does the Specialist use a variety of materials to meet the needs of the students?
- Does the Specialist connect materials to the learning objectives of the session?
- Does the Specialist use developmentally appropriate materials?

Highly Effective	Effective	Area for Growth	Does Not Meet
Specialist selects, organizes, creates and adapts innovative and developmentally appropriate materials for the students' individual communication goal(s)/need(s). SPECIALIST shares materials with colleagues.	Specialist selects, organizes, and adapts relevant and developmentally appropriate materials for the students' individual communication goal(s)/need(s).	Specialist selects materials that are somewhat relevant and developmentally appropriate for the students' individual communication goal(s)/need(s).	Specialist uses limited materials that are not connected or relevant to the students' individual communication goal(s)/need(s).

Possible evidence to look for:

- The Specialist selects/develops unique materials to meet their students' needs.
- The Specialist adapts/uses classroom curriculum.
- The Specialist shares materials with colleagues.
- The Specialist is able to modify materials during therapy sessions, as needed.



Domain 3: Delivery of Service

Specialist: Standard 7: Intervention

Guiding Questions:

- Does the Specialist implement evidence-based interventions when supporting student goals and objectives?
- Does the Specialist use a variety of tools and strategies to engage and motivate students?
- Does the Specialist provide timely feedback/reinforcement?

Highly Effective	Effective	Area for Growth	Does Not Meet
Specialist systematically implements evidence-based interventions to foster communicative competence and provides consistent feedback and reinforcement to students.	Specialist implements evidence-based interventions and provides some feedback and reinforcement to students.	Specialist occasionally implements evidence-based interventions and provides inconsistent feedback and reinforcement to students.	Specialist rarely implements evidence-based interventions and does not provide feedback and reinforcement to students.

Possible evidence to look for:

- The Specialist can describe best practices when it comes to instruction and research.
- The Specialist promotes generalization of therapeutic interventions.
- The Specialist implements the service delivery model most appropriate to the student's communication challenges and needs.
- The Specialist expresses feedback clearly and respectfully.
- The therapy activities are appropriate for the student's age, grade, and cognitive level as well as interest and aptitudes.



Domain 3: Delivery of Service Specialist Standard 8: Knowledge of Student Need

Guiding Questions:

- Does the Specialist understand the educational needs of his/her student?
- Is the Specialist familiar with the students' IEP goals?
- Does the Specialist collaborate with school personnel to determine student needs and how to address them?

Highly Effective	Effective	Area for Growth	Does Not Meet
Specialist displays robust understanding of how disabilities impact students' attitudes, behaviors and performances. Utilizes this knowledge to create meaningful and realistic opportunities and to differentiate instruction.	Specialist displays solid understanding of how disabilities impact students' attitudes, behaviors and educational performances. Utilizes this knowledge to differentiate instruction.	Specialist displays general understanding of how disabilities impact students' attitudes, behaviors and educational performances. Occasionally utilizes this knowledge to differentiate instruction.	Specialist displays minimal understanding of how disabilities impact students' attitudes, behaviors and educational performances. Does not differentiate instruction.

Possible evidence to look for:

- The Specialist orchestrates Exemplary strategies, materials, and groupings to involve and motivate students.
- Students are actively engaged in learning.
- The Specialist capitalizes on teachable moments.
- The Specialist is effectively able to communicate learning goals and objectives to students.
- The planned instruction is relevant to student learning styles and needs and to cultural differences.



Domain 3: Delivery of Services Specialist Standard 9: Flexibility/Responsiveness

Guiding Questions:

- Does the Specialist modify therapeutic instruction based on data gathered during therapy?
- Does the Specialist use a variety of scaffolding techniques?
- Does the Specialist use frequent assessment techniques to monitor and adjust their instruction in a timely manner?

Highly Effective	Effective	Area for Growth	Does Not Meet
Specialist is continually seeking ways to improve treatment and makes changes as appropriate in response to student, parent, and/or teacher input.	Specialist makes revisions in treatment when confronted with evidence of the need for change.	Specialist considers changes in treatment when confronted with evidence of the need for change.	Specialist adhere to the plan or program in spite of evidence of its inadequacy.

Possible evidence to look for:

- Students are actively engaged in learning.
- Students understand and learn what is delivered.
- A variety of formative and summative assessments are in use.
- The Specialist capitalizes on teachable moments.
- The Specialist helps colleagues adapt and differentiate instruction for students.



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Domain 3: Delivery of Services Specialist Standard 10: Student Interactions

Guiding Questions:

- Do students feel safe, respected and valued?
- How does the Specialist respond to students' treatment of each other in the therapy environment?
- Does the Specialist make connections with students?

Highly Effective	Effective	Area for Growth	Does Not Meet
Specialist shows warmth, caring, respect, and fairness for all students and builds strong relationships. Earns students' respect and creates a climate in which disruption of learning is extremely rare and handled promptly and effectively.	Specialist is fair and respectful toward students and builds positive relationships. Builds a culture of respect within the learning environment.	Specialist 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 learning environment.	Specialist is sometimes unfair and disrespectful to the group; plays favorites. Is not respected by students and the learning environment is frequently chaotic.

Possible evidence to look for:

- The Specialist communicates with students in a respectful and positive manner in all situations.
- The Specialist models effective communication, empathy and respect.
- The Specialist's non-verbal cues match what he/she is saying to the student.
- The Specialist is poised and dynamic and promptly addresses virtually all discipline problems.



Domain 3: Delivery of Services Specialist Standard 11: Reflection

Guiding Questions:

- Does the Specialist take time to reflect on a lesson?
- Does the Specialist modify therapy based upon reflective analysis?

Highly Effective	Effective	Area for Growth	Does Not Meet
Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire including input from colleagues to identify alternative strategies.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.

Possible evidence to look for:

- When appropriate, Specialist utilizes student feedback.
- The Specialist is constantly pursuing professional growth opportunities and applies what he/she learns.
- The Specialist can describe best practices when it comes to instruction and research.
- The Specialist reviews speech, language, and hearing literature and makes use of new information during therapy.
- The Specialist works with colleagues to reflect on what worked and what didn't and continuously improves instruction.



Domain 4: Management Specialist Standard 12: Service Delivery

Guiding Questions:

- Does the Specialist maximize the use of time and resources?
- Is the Specialist able to effectively schedule within the educational setting?
- Does the Specialist meet the SDI time as designated on IEP for students on their caseload?

Highly Effective	Effective	Area for Growth	Does Not Meet
Specialist uses a variety of creative strategies that provide efficient service delivery models to meet student needs.	Specialist uses a variety of strategies that provide efficient service delivery models to meet student needs.	Specialist uses limited service delivery models to meet student needs.	Specialist does not vary service delivery model to meet student needs.

Possible evidence to look for:

- The Specialist collaborates with teachers and staff to determine what is best for students.
- The Specialist applies creative strategies within the framework of the educational setting.



Domain 4: Management Specialist Standard 13: Caseload

Guiding Questions:

- Does the Specialist serve students regularly and consistently?
- Does the Specialist participate in intervention team meetings?
- Is the Specialist able to manage a diverse caseload?

Highly Effective	Effective	Area for Growth	Does Not Meet
Specialist continually makes decisions on eligibility, including dismissal. Provides prompt and consistent intervention to special education students. Supports general education initiatives that focus on achievement for all students.	Specialist continually makes decisions on eligibility while serving a variety of special education students with speech/language services on their IEP.	Specialist maintains caseload while limiting service delivery to only students who have a Communication Disorder eligibility.	Specialist inefficiently manages caseload and inconsistently serves students.

Possible evidence to look for:

- The Specialist continually evaluates caseload.
- The Specialist collaborates with staff to determine needs across educational settings.
- The Specialist serves on teams that promote the use of data-driven instruction, evidence-based practices and the use of problem solving models.



Domain 5: Professional Responsibilities Specialist Standard 14: Professionalism

Guiding Questions:

- Does the Specialist respond professionally to all constituents: parents, students, colleagues, supervisors and the community?
- What kind of recordkeeping and documentation system does the Specialist use to keep track of communication with all stakeholders? How effective is that system?
- Does the Specialist reliably perform required duties as assigned?

Highly Effective	Effective	Area for Growth	Does Not Meet
Specialist presents self as a consummate professional and always observes appropriate boundaries.	Specialist demonstrates professional demeanor/behavior and maintains appropriate boundaries.	Specialist occasionally acts and/or presents self in an unprofessional manner and disrespects boundaries.	Specialist frequently acts and/or presents self in an unprofessional manner and violates boundaries.

Possible evidence to look for:

- The Specialist communicates in a professional, respectful and positive manner to district/building personnel.
- The Specialist's recordkeeping system is clear, organized, up-to-date, and easy to understand.
- The Specialist can be counted on to complete all required duties, reports and paperwork in a timely manner (e.g., attendance, email, etc.).
- The Specialist resolves concerns and problems in an appropriate and timely manner.
- Professionalism may include regular attendance and punctuality, appropriateness of dress, ethical and honest judgment, respect of boundaries and confidentiality, and among other qualities applicable to the position and school expectations.



Domain 5: Professional Responsibilities Specialist Standard 15: Collaboration

Guiding Questions:

- During the evaluation and IEP process, is the Specialist involved with colleagues?
- To what extent is Specialist involved with collaboration?
- Does the Specialist have respectful relationship with colleagues?

Highly Effective	Effective	Area for Growth	Does Not Meet
Collaborates with classroom teachers, other professionals, and peers when sharing ideas, looking at student work, and utilizing data to drive instruction.	Collaborates with classroom teachers, other professionals, and peers to share therapy ideas while looking at student work.	Meets infrequently with classroom teachers, other professionals, to share therapy ideas.	Does not meet with classroom teachers, other professionals, and peers and is not open to collaboration.

Possible evidence to look for:

- The Specialist highly values collaboration and positive relationships.
- The Specialist meets frequently with collaboration teams, such as PLCs, SET, and/or EBISS.
- The Specialist is receptive to input from colleagues, outside agencies, and other stakeholders to provide a system of support that enhances the student(S) learning experiences.
- The Specialist encourages colleagues to share professional ideas, thoughts, and comments regarding learning?
- The Specialist shares information, ideas, materials and resources with peers and others.



Domain 5: Professional Responsibilities Specialist Standard 16: Self-Improvement

Guiding Questions:

- Is the Specialist a self-directed learner when it comes to professional growth opportunities?
- Does the Specialist seek involvement in activities that will further his/her professional growth and promote student learning?
- Does the Specialist earn continuing education or professional development units to meet requirements for the Oregon Board of Examiners' licensing requirements?

Highly Effective	Effective	Area for Growth	Does Not Meet
Specialist 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 speech-language learning.	Specialist listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective therapy ideas from colleagues and other sources.	Specialist keeps an eye out for new ideas to improve therapy, but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	Specialist is not open to ideas for improving therapy and learning. Is defensive and/or resistant to changing professional practices.

Possible evidence to look for:

- The Specialist can describe best practices when it comes to instruction, content area, and research.
- The Specialist is constantly seeking to improve his/her performance through professional growth opportunities as a life-long learner by reviewing literature and sharing with others.
- The Specialist is involved in professional activities that address possible areas for growth.
- The Specialist presents to his/her peers.



Domain 5: Professional Responsibilities Specialist Standard 17: Rules, Regulations, Laws, and Ethical Standards

Guiding Questions:

- Does the Specialist adhere to federal and local policies and procedures?
- Does the Specialist consult with colleagues/administrators regarding ethical/legal issues?

Highly Effective	Effective	Area for Growth	Does Not Meet
Specialist demonstrates professional performance and consults with colleagues regarding ethical and/or litigious situations while upholding the ethical behavior and rules and regulations as outlines in the Oregon Board of Examiners for Speech Language Pathology.	Specialist upholds the importance of ethical behavior rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	Specialist understands the importance of ethical behavior and rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	Specialist does not demonstrate ethical behavior or follow the rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.

Possible evidence to look for:

- The Specialist maintains confidentiality of students' records.
- The Specialist communicates as needed with colleagues/administrators regarding procedural and compliance issues.
- THE Specialist maintains his/her record as outlined in the TSPC Guidelines.



Domain 5: Professional Responsibilities Specialist Standard 18: Supervision (when applicable)

Guiding Questions:

- Does the Specialist have positive working relationships with Specialist -A?
- Does the Specialist provide ongoing and supportive feedback in a timely manner?

Highly Effective	Effective	Area for Growth	Does Not Meet
Specialist supervises and trains Specialist-A while providing ongoing feedback and support including information regarding students' disabilities, therapy deliver, therapy planning, and data collection while maintaining all required records on personnel they supervise.	Specialist supervises and trains Specialist-A while providing ongoing feedback and support, when requested, included information regarding students' disabilities, therapy delivery, therapy planning, and data collection while maintaining all required records.	Specialist supervises and trains Specialist-A providing limited support while maintaining all required records.	Specialist fails to provide support to Specialist-A and does not maintain proper records.

Possible evidence to look for:

- The Specialist maintains records on supervision.
- The Specialist follows the guidelines for supervision as outlined by the Oregon Board of Examiners for Speech Language Pathology.?
- The Specialist clearly defines expectations for the Specialist -A.
- The Specialist establishes a positive working relationship with their Specialist -A.
- The Specialist is responsible for the extent, type and quality of services provided by each Specialist -A.



Informal Observation Form A

Name: _____ Date: _____

Observer: _____ Time of Observation: _____

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



Informal Observation Form B

Name: _____ Date: _____

Observer: _____ Time of Observation: _____

I noticed:	I wondered about:
Support/Resources Needed:	Next Steps:



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