



**SPECIAL EDUCATION TEACHER PERFORMANCE
AND
EVALUATION SYSTEM**

(Revised July 2018)



Fern Ridge Schools

Teacher Performance Review and Evaluation System

TABLE OF CONTENTS

| | |
|--|-------|
| Timeline of Teacher Evaluation and Observations..... | 3 |
| Contract Teacher: Performance Evaluation Flowchart..... | 4-5 |
| Probationary Teachers: Improvement Cycle Evaluation Flowchart..... | 6 |
| Domains: Guiding Questions | 7-12 |
| Informal Observation Form A..... | 13 |
| Informal Observation Form B..... | 14 |
| Glossary of Terms..... | 15-16 |
| Components of the Student Learning and Growth Goal Setting Process – Key Ideas..... | 17 |
| Correlation between the Fern Ridge School District Rubric Standards and the Interstate. 18 Teacher Assessment and Support consortium (InTASC) Standards | |



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.

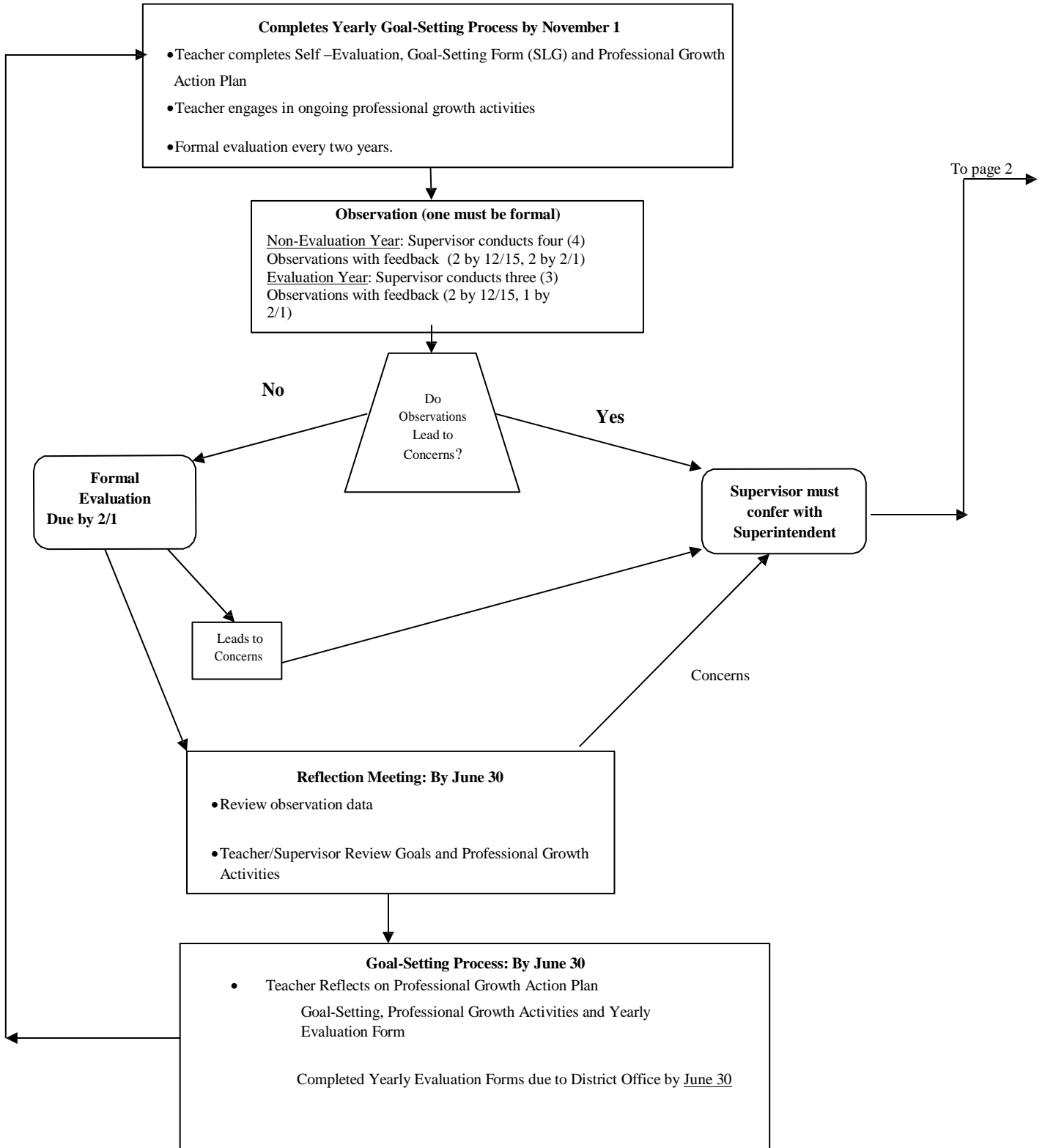
Evaluation is a collaborative, continual improvement process based on clear expectations and objective data, in which competence is verified, strengths are assessed, and excellence is acknowledged. Emphasis of the evaluation system should be professional growth where employees are empowered to be self-directed. 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.

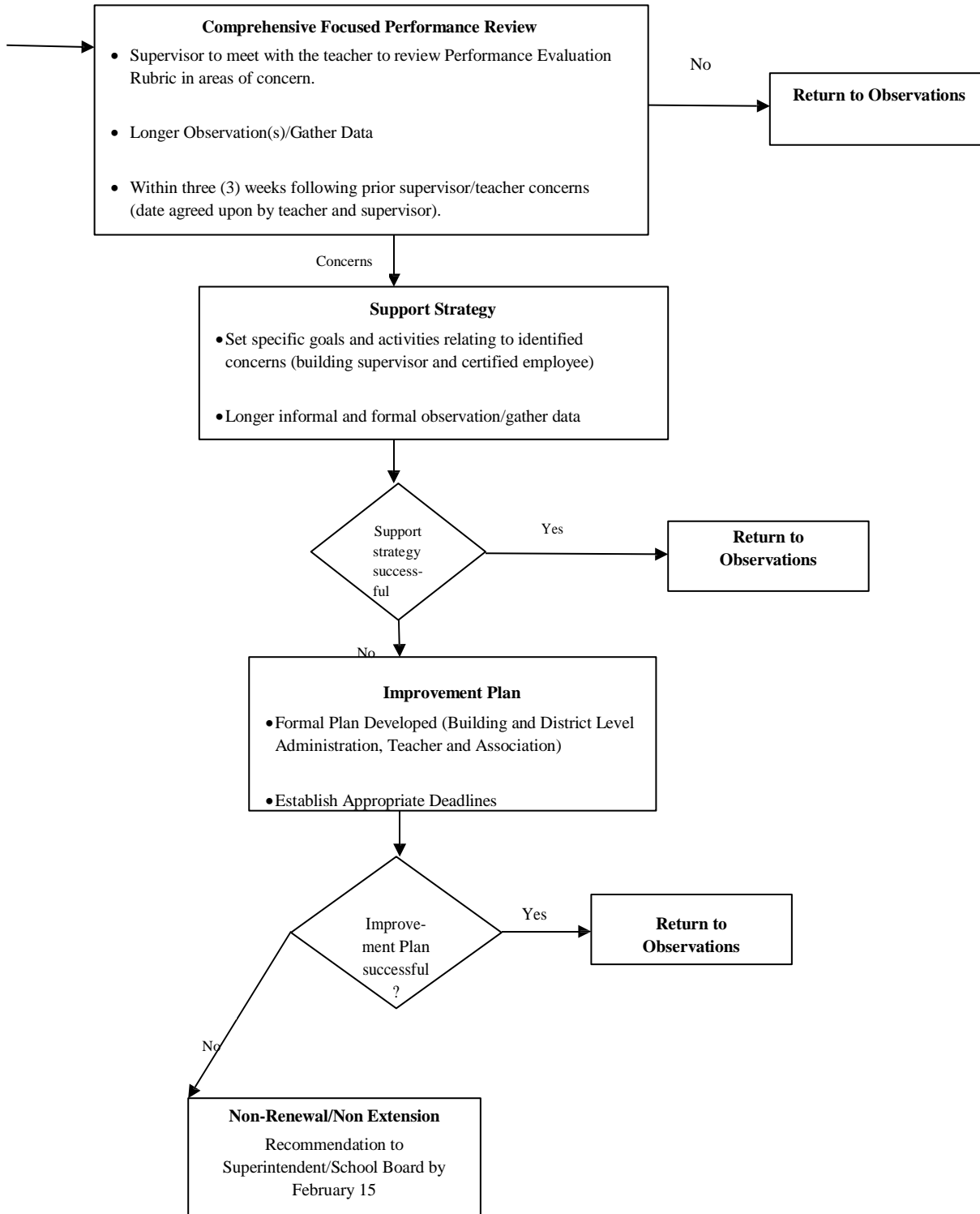
| Probationary Teacher Timeline | | | |
|--|---|---|--|
| By November 1st | By December 15 th | By February 1st | By June 30 th |
| Google Docs: Yearly Self-Evaluation Form Professional Growth Action Plan Goal-Setting Action Plan (SLG form) due to supervisor. | First Observation (pg. 13-14) and first Formal Evaluation (Google Docs) with discussions Formal Evaluation Form filed with the district office. | Second Observation (pg. 13-14) 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 Teacher Timeline | | | |
| By November 1st | By December 15 th | By February 1st | By June 30 th |
| 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. 13-14) with discussions. | <u>Non-Evaluation Year:</u> Two Observations (pg. 13-14) with discussions. <u>Evaluation Year:</u> One observation (pg. 13-14) 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) |



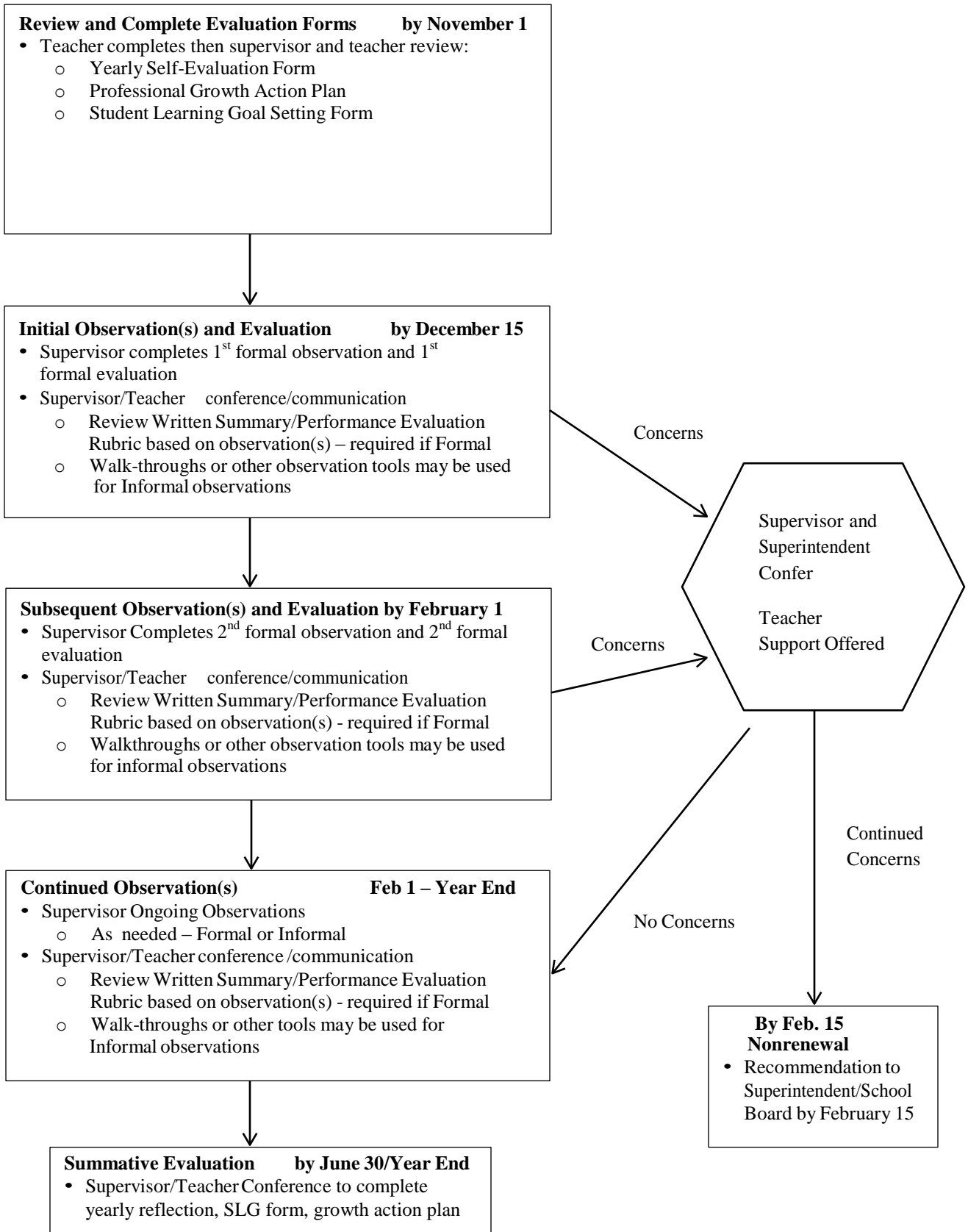
Contract Special Education Teacher: Performance Evaluation Flowchart (page 1)



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



Probationary Special Education Teachers Evaluation Flowchart





FERN RIDGE SCHOOL DISTRICT 28J

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.



FERN RIDGE SCHOOL DISTRICT 28J

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.



FERN RIDGE SCHOOL DISTRICT 28J

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.



FERN RIDGE SCHOOL DISTRICT 28J

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.



FERN RIDGE SCHOOL DISTRICT 28J

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.



FERN RIDGE SCHOOL DISTRICT 28J

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.



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



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>#1: Learner Development: 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>Planning and Preparation for Learning Plans, Alignment and Lessons 1.1 Standards and Units 1.2 Delivery of Instruction Knowledge of Content and Students 3.10 Engagement 3.12 Connections and Applications 3.14 Repertoire 3.16 Differentiation 3.17</p> |
| <p>#2: Learning Differences: 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>Planning and Preparation for Learning Standards and Units 1.2 Deliver of Instruction Knowledge of Content and Students 3.10 Clarity 3.15 Repertoire 3.16 Differentiation 3.17</p> |
| <p>#3: Learning Environment: 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>Classroom Management Expectations 2.6 Relationships/Respect 2.7 Socio-emotional 2.8 Delivery of Instruction Mindset 4.1 Engagement 3.12 Repertoire 3.16 Monitoring, Assessment, and Follow-Up Self-Assessment 4.21</p> |
| <p>#4: Content Knowledge: 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>Planning and Preparation for Learning Plans, Alignment and Lessons 1.1 Standards and Units 1.2 Delivery of Instruction Knowledge of Content and Students 3.10 Connections and Applications 3.14 Repertoire 3.16 Differentiation 3.17 Monitoring, Assessment, and Follow-Up Formative Assessment 4.20</p> |
| <p>#5: Innovative Applications of Content: 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>Delivery of Instruction 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>#6: Assessment: 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>Planning and Preparation for Instruction Assessment. 1.3 Delivery of Instruction Connections and Applications 3.14 Monitoring, Assessment, and Follow-Up Diagnostic, Formative, Self-Assessment 4.19, 4.20, 4.21</p> |
| <p>#7: Planning for Instruction: 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>Planning and Preparation for Instruction Plans, Alignment and Lesson 1.1 Standards and Units 1.2 Deliver of Instruction Knowledge of Content and Students 3.10 Monitoring, Assessment, and Follow-Up Reflection and Analysis 4.22</p> |
| <p>#8: Instructional Strategies: 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>Planning and Preparation for Instruction Standards and Units 1.2 Classroom Management Expectations 2.6 Delivery of Instruction 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>#9: Content Knowledge: 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>Monitoring, Assessment, and Follow-Up Reflection and Analysis 4.22 Family and Community Outreach Communication 5.24 Professional Responsibilities Contribution to School 6.28 Self-improvement 6.30</p> |
| <p>#10: Collaboration: 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>Family and Community Outreach Belief 5.23 Communication 5.24 Responsiveness 5.25 Professional Responsibilities Professionalism 6.26 School/Culture/Community 6.27 Contribution to School 6.28 Working with Teams 6.29</p> |