Teacher Support and Evaluation Guide

This guide represents a collaborative effort between the Umatilla School District and the Umatilla Education Association to support and evaluate licensed teachers in the Umatilla School District.

Key Points:

✓ This guide was created to meet Oregon's teacher evaluation requirements as outlined in OAR 581-022-1723, Senate Bill 290 and House Bill 3474. The 2012-13 served as a pilot year for the original system. The evaluation system was revised following trainings from the Oregon Department of Education and feedback from our teachers and administrators to ensure full compliance with the elements of teacher evaluation guidelines as issued by the State of Oregon and compatibility with the district's values and culture.

✓ Effective performance is the expectation for teachers. While teachers may have some areas of Highly Effective, and may strive for, Highly Effective performance, it is understood that Effective performance meets the expectations of the Umatilla School District.

✓ This system provides both supports for professional improvement and evaluative elements. The supports provided are to be used by the teacher for his/her personal growth. Unless a formal Plan of Assistance is in place, the data provided for teachers through the various support tools is for the teacher's personal use and is not part of the formal evaluation process.

Evaluation Cycle

Self-Assessment: During the self-assessment phase of evaluation, teachers will evaluate their performance on the rubric. Teachers will self-identify areas of strength and improvement.

Goal Setting: The teacher and principal will collaboratively review the rubric and develop goals for the teacher. They will select one primary focus area and one secondary area (planning and preparation for learning, classroom management, monitoring and assessment and follow-up, family and community outreach, professional responsibilities and student impact).

Monitoring: The teacher will be provided with both formal and information observation data. Informal observation data will be presented to the teacher in the form of feedback from peers, coaches and administrators after scheduled and unscheduled drop-in visits. Formal observation data will be collected during a scheduled teacher observation. The scheduled observation will include a pre-observation meeting, observation, and follow-up meeting.

Support: Professional development in the district is provided through a number of resources including, but not limited to, focused professional development videos, feedback from TEAM visits, professional learning community work, and Friday afternoon trainings. The District operates a four and a half day week for students to maximize professional development time for staff. The calendar for professional development is set each year using the Umatilla School District Professional Development Needs Assessment data along with input from Site Council and Core Teams.

Additional support is available to individuals in need of additional development or development in areas not covered by the collective professional development offerings. Either the principal or the teacher may initiate support. The teacher or administrator may request time to observe other teachers, receive observation data from others, attend conferences or plan collaboratively with a coach or administrator.

Professional development surveys will be utilized to monitor the impact of professional development and to identify needs for future professional development offerings at both the individual and group levels.

Evaluation: Student data, observation data, progress toward goals and work performance will be considered by the principal and reflected on the rubric document. The teacher and principal will meet to review the information and both parties will have an opportunity to summarize thoughts for current needs/strengths as well as future professional growth needs.   All licensed educators will participate in the self-assessment, goal setting, monitoring, and support processes annually. The final evaluation component may be completed bi-annually at the administrator's discretion for educators rating as "effective" in all categories the previous year.
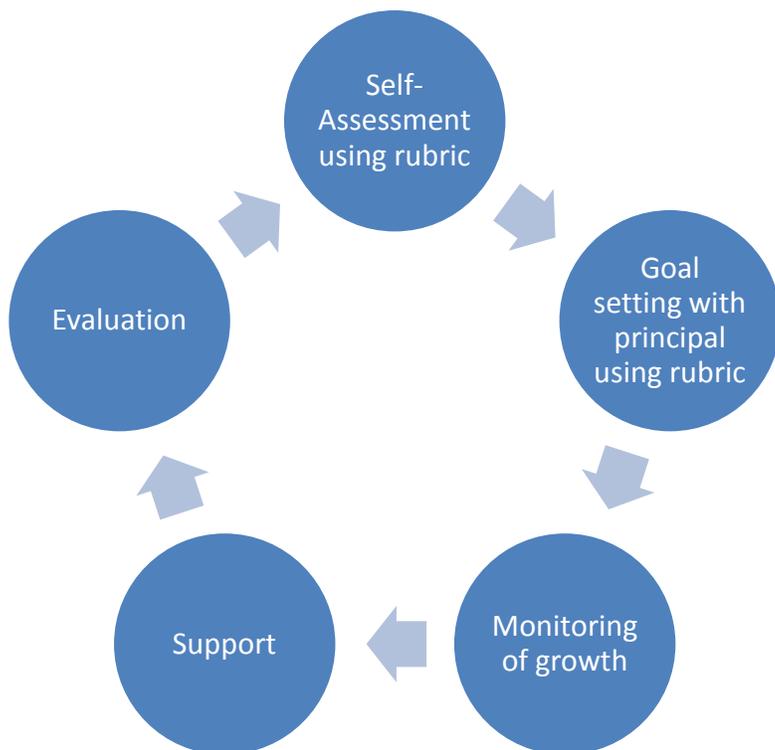
Evaluation Timeline

August

- Self-Evaluation using rubric

August/September

- Goal setting meeting with evaluator (complete goal forms together)

September-January

- Tools- walkthroughs, surveys, videos
- Formal Observation
  - Pre-Observation Conference
  - Observation
  - Post-Observation Conference

January-February

- Self-Evaluation Rubric
- Evaluator Rubric
- Post-Conference to discuss self-evaluation rubric and evaluator rubric
- Final Evaluation
  - Note: These documents may be utilized in a single post-conference and evaluation meeting

February-May

- Continue working on goals
- Additional professional development time as needed

May-June

- Review goals and progress,

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Evaluative	Non-Evaluative
The formal observation process and final evaluation rubric will be placed in the employee's personnel file as the final evaluation documents.	Videos taken during TEAM visits are tools for growth. • Videos will only be shared with the teacher being observed • Teachers may not opt out of being video recorded • The observed teacher may choose to delete the video if he/she wishes • The video will not be used by administrators unless the teacher specifically shows the video to the administrator personally. Videos shown to administrators must be shown in entirety, no clips • Videos will be deleted from the recording device at the end of the work day in which they are taken. • Teachers may not distribute videos outside the district • If a teacher wishes, he/she may agree to share his/her video for the in-district video resource bank
Information from administrator drop-in visits may be used for evaluative purposes. Data collected and utilized may include, but is not limited to: • E-cove data and forms collected by administrators may be saved and used for evaluative purposes • Observation notes • Emails • Student work samples • Teacher work samples	TEAM Visit Data is a tool for growth and development. • E-cove data and forms collected by teachers will not be used for evaluation • Data collected by teachers and instruction coaches and/or consultants during the TEAM visit process will go to the teacher only • Group data from TEAM visits may be utilized for supporting district professional growth, but individual teacher data will not be utilized from TEAM visits
	The self-reflection rubric may be discussed with administration to set goals; however, scores from the self-reflection rubric will not be used for evaluation purposes.

	• The self-reflection rubric is intended to be a tool for identifying needs and seeking support or offering help to others in need of support

The goal setting process is collaborative. Goal progress may be included in the evaluation under the comments section of the final evaluation.

Rubrics and Forms

Rubric: The rubric documents (Marshall Rubric) will be used up to four times per year. First, it will be used for self-reflection. It may also be used by the teacher prior to the final evaluation meeting for additional self-reflection and monitoring of growth and development. It will be used by the administrator as part of the final evaluation conference. Finally, it may be used during the final goal meeting at the end of the school year to monitor overall progress and growth.

Section A (Planning and Preparation for Learning) of the rubric will be monitored during the Pre-Observation and informal drop-in visits. Sections B-D (Classroom Management, Delivery of Instruction, and Monitoring, Assessment and Follow-Up) will be monitored during formal and informal observations. Sections E and F (Family and Community Outreach and Professional Responsibilities) will be monitored through attendance data, ongoing interactions, and student growth data. No portion of the rubric will be observed in entirety through the single formal observation, instead, the collection of various data points and sources will be used to monitor progress and performance on the rubric items. Section G is not part of the Marshall rubric, instead, it is the Umatilla School District's standardized expectation rubric for Student Impact. This rubric will be used to set goals for student learning and growth.

Please note: The Umatilla School District is using the Marshall Rubric. The rubric was created around the Model Core Teaching Standards (OAR 581-022-1724). The Model Core Teaching Standards are grouped into four domains of teaching: (A) The Learner and Learning, (B) Content, (C) Instructional Practice, and (D) Professional Responsibilities. The Model Core Teaching Standards include:

(A) The Learner and Learning
> **Standard # 1: Learner Development**
> The teacher understands how learners grow 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.
> **Standard #2: Learning Differences**
> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
> **Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

(B) Content

Standard # 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 to assure mastery of the content.

Standard # 5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

(C) Instructional Practice

Standard # 6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #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 apply knowledge in meaningful ways.

(D) Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard # 10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The Model Core Teaching Standards are further explored in the following resource:
http://www.ccsso.org/Documents/2011/InTASC_Stds_MS_Word_version_4_24_11.doc

A. Planning and Preparation for Learning

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Knowledge	Has high level of knowledge in the subject area and remains up to date on authoritative research on 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.	Little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high state/national standards and external assessments.	Plans the year so students will meet high state/national standards and be ready for external assessments.	Has done minimal planning on how to cover high state/national standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans all units embedding big ideas, essential questions, knowledge, and skill goals that cover all Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, and skill goals and most of Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, formative, interim, and summative assessments to monitor student learning.	Plans formative and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has an idea about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with state/national standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals and	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.

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		state/national standards.	
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating:

Comments:

B. Classroom Management

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Expectations	Is direct, specific, consistent, and tenacious in communicating holding students accountable to high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with ad hoc rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful towards students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Has all students' respect and creates a climate in which disruption of learning is infrequent.	Commands respect and has few classroom disruptions.	Has the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social- emotional skills.	Fosters positive interactions Often among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully and persistently teaches class routines up front so that students maintain them throughout the year.	Teaches and practices routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Motivates students to be self- disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Nurtures students' self- discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions and has structures to aid self- discipline.	Is unsuccessful in fostering self- discipline in students; they are dependent on the teacher to behave.

g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline. Has "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and prevents virtually all discipline problems.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.

Overall rating:

Comments:

C. Delivery of Instruction

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively promotes "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability; some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is heading.
d. Connections	Hooks all students' interest and makes connections to prior knowledge, experience and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject matter interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies, materials, and	Orchestrates effective strategies, materials and classroom	Uses a limited range of classroom strategies, materials, and	Uses only one or two teaching strategies and

	groupings to involve and motivate all students.	groupings to foster student learning.	groupings with mixed success.	types of materials and fails to reach most students.
g. Engagement	Gets all students highly involved in focused work in which they are active learners and problem solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Adaptability	Deftly adapts lessons and units to exploit teachable moments and corrects misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Application	Consistently has all students summarize and internalize what they learn and apply it to real world situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating:

Comments:

D. Monitoring, Assessment, and Follow-Up

	Highly Effective	*Effective*	*Improvement Necessary*	*Does Not Meet Standards*
a. Criteria	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Uses only general diagnostic tools before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. Formative	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses ineffective methods ("Is everyone with me?") to check for understanding.	Does not check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self- assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently recognizes student work and progress.	Regularly recognizes student work and progress.	Recognizes some student work and progress.	Recognizes only a few samples of student work or progress or none at all.
f. Interims	Works with colleagues	Uses data from	Looks over students'	Gives

	to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.	interim assessments to adjust teaching, re-teach, and follow up with failing students.	assessments to see if there is anything that needs to be re-taught.	assessments and moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so they all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail assignments some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference in a timely manner.	Records students' grades and moves on with the curriculum in a timely manner.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not reflect and make adjustments when teaching is unsuccessful.

Overall rating:

Comments:

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E. Family and Community Outreach

	Highly Effective	**Effective**	**Improvement Necessary**	**Does Not Meet Standards**
a. Respect	Shows great sensitivity and respect for family and community culture, socio-economics, values and beliefs.	Shows respect to parents and is sensitive to different families' culture, values, socio-economics and beliefs.	Tries respect for family and community culture, values, and beliefs.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parent a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
g. Responsiveness	Deals immediately and successfully	Responds promptly to parent concerns	Is slow to respond to some parent concerns	Does not respond to parent concerns and

	with parent concerns and makes parents feel welcome any time.	and makes parents feel welcome in the school.	and comes across as unwelcoming.	makes parents feel unwelcome in the classroom.
h. Reporting	Uses conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Uses conferences and report cards to give parents feedback on their children's progress.	Gives out report cards and assumes parents will deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents through a variety of means.	Tries to contact all parents but ends up communicating mainly with the parents that are easily accessible.	Makes little or no contact with parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating:

Comments:

F. Professional Responsibilities

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Attendance	Has perfect, or near perfect, attendance (0-4 absences). Professional leave is excluded from absence count.	Has very good attendance (5-10 absences). Professional leave is excluded from absence count.	Has moderate absences (11-16 absences). Professional leave is excluded from absence count. If there are extenuating circumstances, please state below in comments area.	Has many absences (more than 16 absences). Professional leave is excluded from absence count. If there are extenuating circumstances, please state below in comments area.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out responsibilities conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and responsibilities; keeps accurate records. Follows up following absences.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines	Frequently skips responsibilities, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student records and staff information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information or staff information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.

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f. Above-and-beyond	Is an important member of teacher teams and committees and frequently volunteers for extra-curricular activities.	Shares responsibility for grade- level and school-wide activities and takes part in extra-curricular activities.	When asked, will serve on a committee and attends extra-curricular activities.	Declines invitations to serve on committees and attend extra-curricular activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, and expertise to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
h. Openness	Seeks out feedback and suggestions and uses them to improve performance. Active listener.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat resistant but does listen to feedback and suggestions.	Defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Uses allocated time to meet with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues.	Professional conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Overall rating:

Comments:

G. Student Impact: Teacher and evaluator will determine appropriate student assessments to be reviewed for this section. At least two samples must be evaluated (one may be chosen by evaluator, one by teacher).

	Highly Effective	*Effective*	*Improvement Necessary*	*Does Not Meet Standards*	*N/A*
Transcript Review	Student grades (as per proficiency model) indicate a minimum of 85% of students achieving a 70% or higher on first semester's grade.	Student grades (as per proficiency model) indicate a minimum of 75% of students achieving a 70% or higher on first semester's grade.	Student grades (as per proficiency model) indicate a minimum of 65% of students achieving a 70% or higher on first semester's grade.	Student grades (as per proficiency model) indicate less than 65% of students achieving a 70% or higher on first semester's grade.	
Growth on Formative/Summative Assessment	100% of students improve 10% or better, on post-tests as compared to pre-tests on unit evaluation.	90% of students improve 10% or better, on post-tests as compared to pre-tests on unit evaluation.	80% of students improve 10% or better, on post-tests as compared to pre-tests on unit evaluation.	Less than 80% of students improve 10% or better, on post-tests as compared to pre-tests on unit evaluation.	
Portfolio Assessment	85% of students demonstrate proficiency on standards level work or above in a student portfolio.	75% of students demonstrate proficiency on standards level work or above in a student portfolio.	65% of students demonstrate proficiency on standards level work or above in a student portfolio.	Less than 65% of students demonstrate proficiency on standards level work or above in a student portfolio.	
Standardized or Norm Referenced Assessment	85% of students achieving a grade level standard (two years growth or target) or higher on standardized or norm-referenced exam.	75% of students achieving a grade level standard or higher on standardized or norm-referenced exam.	65% of students achieving a grade level standard or higher on standardized or norm-referenced exam.	Less than 65% of students achieving a grade level standard or higher on standardized or norm-referenced exam.	

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Performance Assessment	85% of students achieving a grade level standard or higher on rubric scored performance.	75% of students achieving a grade level standard or higher on rubric scored performance.	65% of students achieving a grade level standard or higher on rubric scored performance.	Less than 65% of students achieving a grade level standard or higher on rubric scored performance.
Other (must be approved by evaluator)				

Overall rating:

Comments:

Goals: Two student growth and learning goals, one professional practice goal and one professional responsibility goal will be set.

*Student Growth and Learning Goals***:** Using rubric section G, two student growth and learning goals will be set. The Teacher and Evaluator will collaboratively determine the appropriate student assessments to be reviewed for this section. At least two samples must be evaluated (one may be chosen by the teacher, one by the evaluator). Teachers responsible for student learning in state tested subjects and grades will use state assessments as one measure and will also select one or more additional measures.

*Professional Practice***:** Using rubric sections A-E, one professional practice goal will be set. Self-reflection combined with evaluator input should be utilized in creating this goal.

*Professional Responsibility***:** Using rubric section F, one professional responsibility goal will be set. Self-reflection combined with evaluator input should be utilized in creating this goal.
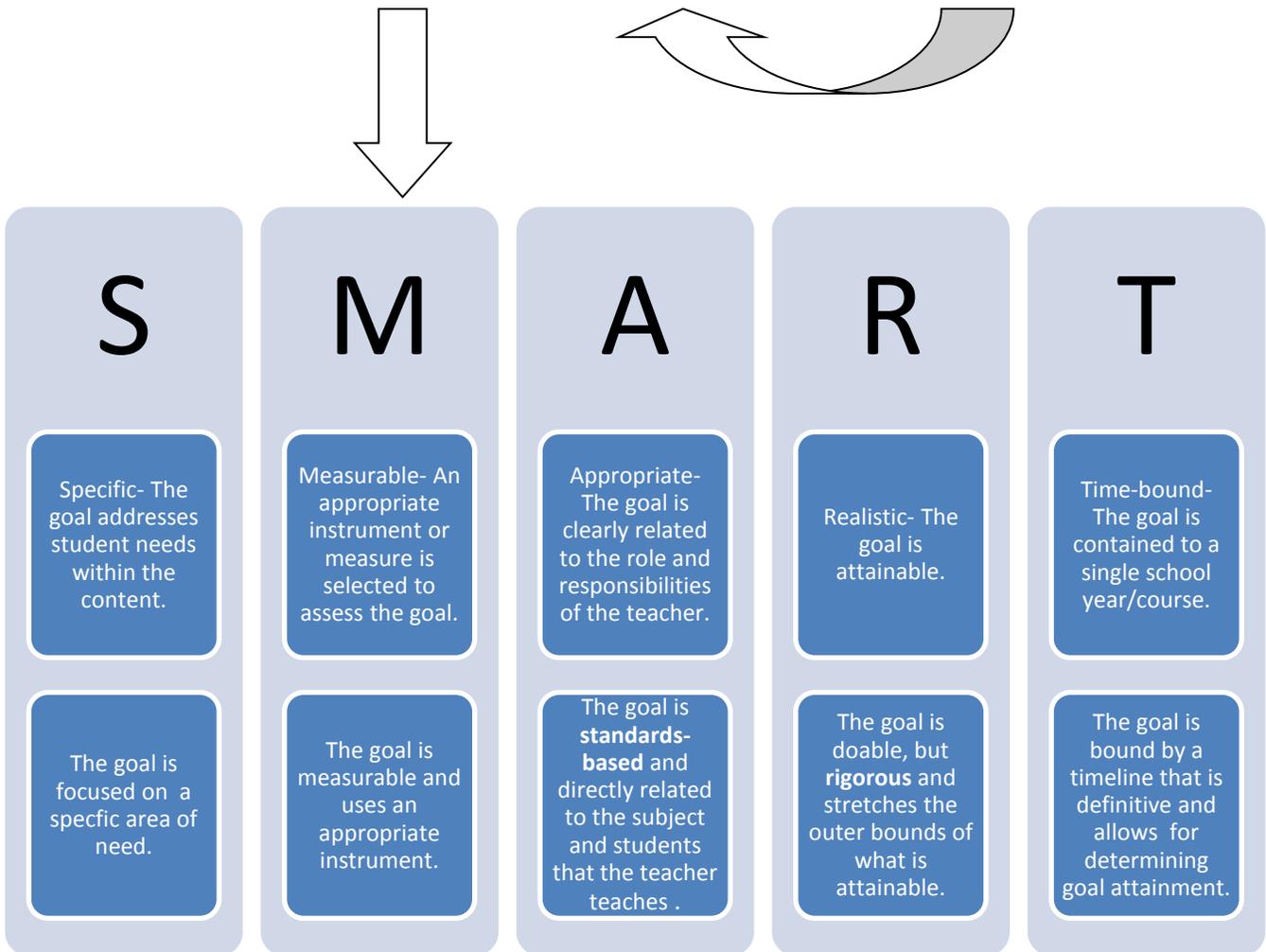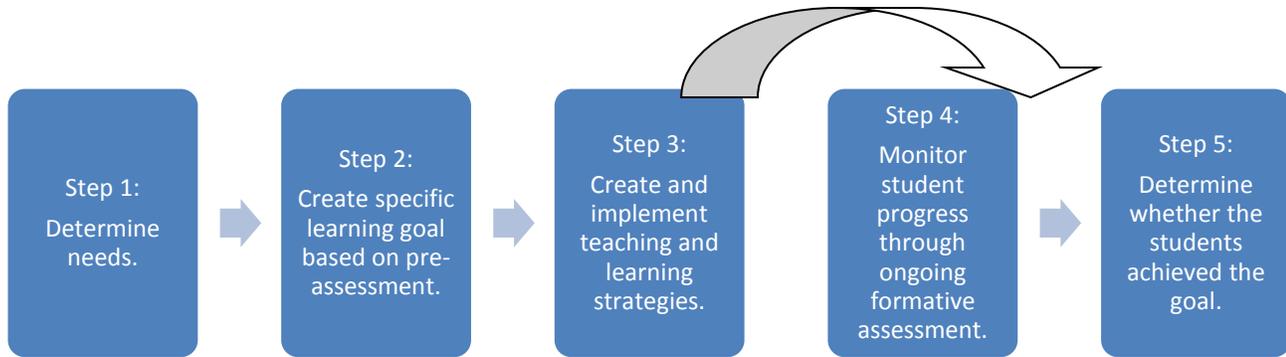
Resources: The following checklist, graphic and chart may be helpful for setting your goals.

Guide for Developing SMART Student Learning Goals

Content	Context	Baseline Data	Types of Measures	Student Learning Goal	Strategies for Improvement
The goal is being written around which grade/subject / level? Define the timeframe.	What are the characteristics or special learning circumstances of my class(es)?	What are the learning needs of my students? Attach supporting data/ pre-assessment.	State assessment data is mandatory if available for your grade/content area. If the results of the test are not available until after your summative review, you may use previous year's data and/or a combination of other data.	Does my goal meet the SMART criteria?	How will I help students attain this goal? Provide specific actions that will lead to goal attainment.
Did you identify one or more standards? Are your goals appropriate for your content area and the assessment used? Your timeframe needs to be significant for your course. For example, it can be a unit, semester, or year-long goal.	Did you address your total student population in your set of goals? An individual goal may cover a smaller group. Did you consider IEP, ELL, 504 plans? Did you consider historically underserved populations?	Did you identify the learning needs and skill level(s) of your students?	How will you provide opportunities to measure growth throughout the year? Are the measures valid and reliable? What support will be needed from the district on administration and interpretation of results?	Did you use the flow chart? See the following page.	Did you identify observable or documentable strategies? Are your strategies appropriate for learning content and skill level? Do you continually examine and adjust to better meet student needs?

Umatilla School District #6R Teacher Support and Evaluation Guide

Step-By-Step SMART Goal Process - TEACHERS

| Step 1:
Determine needs. | → | Step 2:
Create specific learning goal based on pre-assessment. | → | Step 3:
Create and implement teaching and learning strategies. | Step 4:
Monitor student progress through ongoing formative assessment. | → | Step 5:
Determine whether the students achieved the goal. |

S M A R T

S	**M**	**A**	**R**	**T**
Specific- The goal addresses student needs within the content.	Measurable- An appropriate instrument or measure is selected to assess the goal.	Appropriate- The goal is clearly related to the role and responsibilities of the teacher.	Realistic- The goal is attainable.	Time-bound- The goal is contained to a single school year/course.
The goal is focused on a specfic area of need.	The goal is measurable and uses an appropriate instrument.	The goal is **standards-based** and directly related to the subject and students that the teacher teaches .	The goal is doable, but **rigorous** and stretches the outer bounds of what is attainable.	The goal is bound by a timeline that is definitive and allows for determining goal attainment.

*Adapted for Kentucky from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning.* Larchmont, NY: Eye on Education, Inc.

Sample SMART Goals

Specific – the goal is focused on a specific area of student need within the content.
Measurable – the goal will be assessed using an appropriate instrument.
Appropriate – the goal is standards-based and directly related to the responsibilities of the teacher.
Realistic – the goal is doable, while rigorous, stretching the outer bounds of what is attainable.
Time-bound – the goal contained to a simple school year/course.
*Note that analysis of pre-assessment data is needed to truly determine if the goal is SMART. You also want to make sure the goal meets the needs of all students in your classroom.

Writing in any content area	**Social Studies**
For the _____school year, 100% of students will show measurable growth in writing. Each student will improve by one performance level in two or more areas of the writing rubric (audience/purpose, idea development, organization & structure). Furthermore, 85% of the students will score a "3" or better overall.	During this school year, 100% of my students will improve in analyzing primary and secondary source documents. Each student will increase his/her ability to analyze documents by at least one level on the rating rubric. Furthermore, 75% of students will score at "proficient" or above.
Basic Technical Drawing/Design/CAD	**Math**
During this school year, 100% of my students will demonstrate measurable progress in basic technical drawing. Each student will improve his or her own performance by at least 50% as evidenced by a performance assessment rubric. At least 85% of my students will score proficient on the end of the year performance assessment according to line quality, neatness, accuracy, and title block.	For the school year, all of my students will demonstrate measurable growth in mathematics. All students will meet typical growth identified by the CCSS grade-level assessment. At least 75% of my students will meet or exceed "proficient" on the end of the year CCSS assessment.
Physical Education	**Reading in any content area**
During the _____ school year, each of my sixth-grade students will improve on the Presidential Fitness subtests (curl-ups, shuttle run, endurance run/walk, pull-ups, V-sit reach) by an overall average of 20%.	During the _____ school year, students will improve their ability to analyze text critically and use textual based evidence in their writing. Students will improve their performance by one or more levels in both of these areas as evidenced by a district common assessment and rubric. Furthermore, 75% of students will perform at the proficient level on the post-assessment.
Life Skills- Resource Class	**Science**
During the school year, all my students will improve their fine motor skills in the areas of dressing, preparing food, and communication, as assessed by a classroom performance assessment of fine motor skills and dexterity. Each student will improve his or her ability by one or more levels on the rubric.	For the current school year, my students will improve their ability to use scientific inquiry processes. Each student will improve by one or more levels on the district science assessment rubric in the areas of developing hypotheses, investigative design, and data analysis. 85% of students will score at a proficient level on the year-end district science assessment.

STUDENT GROWTH & Professional GOAL SETTING FORM (4 forms will be completed)

Teacher	
School	
Administrator	

<table>
<tr>
<td rowspan="7">Goal-Setting Conference</td>
<td>Content

The goal is being written around which grade/subject/level?</td>
<td></td>
</tr>
<tr>
<td>Context
• What are the characteristics or special learning circumstances of my class(es)?
• What are the demographics of my classroom?</td>
<td></td>
</tr>
<tr>
<td>Baseline Data
• What are the learning needs of my students?
• What are the assessments or evidence sources I will use?
• Attach supporting data.</td>
<td></td>
</tr>
<tr>
<td>Student Growth Goal Statement

• SMART goal criteria is used to formulate the goal.</td>
<td></td>
</tr>
<tr>
<td>Professional Growth Goal:
• What professional development will help me accomplish my goal?
• How will achieving my professional growth goal improve student learning and engagement?
• How has my self-reflection and assessment informed this goal?
• How might I team with colleagues to successfully achieve my goal?</td>
<td></td>
</tr>
<tr>
<td>Strategies for Improvement

What strategies will I incorporate into my methodology/professional practice?</td>
<td></td>
</tr>
</table>

Resources and Support: What resources and support do I need to meet my Professional Growth Goal?		
• **Teacher Signature:**	**Date:**	

Mid-Year Review	**Collaborative Mid-Year Goal Review** • What progress has been made? • Attach supporting data			
	Strategy Modification • What adjustments need to be made to my strategies?			
	Teacher Signature:	**Date:**	**Administrator Signature:**	**Date:**

Summative Conference	**End-of-Year Data** • What does the end of the year data show? • Attach data			
	Reflection on Results • Overall, what worked or what should be refined?			
	Professional Growth Plan Implications • How can I use these results to support my professional growth?			
	Teacher Signature:	**Date:**	**Administrator Signature:**	**Date:**

Umatilla School District Teacher Evaluation Summary Page

Teacher's name: _____   School year: _____

School: _____   Subject area: _____

Evaluator: _____   Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

B. Classroom Management:

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

C. Delivery of Instruction:

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up:

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

E. Family and Community Outreach:

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

F. Professional Responsibilities:

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

G: Student Impact

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

OVERALL RATING:

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY TEACHER:

RENEW/NON-RENEW (circle one)

Evaluator's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Acknowledgements

The Umatilla School District thanks Dr. Kim Marshall for his work. Dr. Marshall's work served a significant role in the development of our work. We also appreciate his willingness to allow modifications to his concepts as we have collaboratively done to create this final evaluation process.

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