

Performance Handbook For Licensed Employees



Northwest Regional
Education Service District
5825 NE Ray Circle
Hillsboro OR 97124-6436

Dear Licensed Employee of the NWRESD:

During the 2004-2005 school year, the Performance Handbook for Licensed Employees was piloted. It was the culmination of work begun in the 2002-2003 school year to improve the NWRESD evaluation cycle and process. The system includes both formative and summative assessment and is clearly designed to encourage and support each individual's continuing professional development. Highlights of the process include:

- Performance Standards with component level rubrics for the four domains of teaching, based on the nationally recognized and highly respected work of Charlotte Danielson. We slightly modified the components to be appropriate to special educators with assignments inside and outside the classroom.
- Inclusion of information and optional ways to merge TSPC requirements for license renewal with the NWRESD's system of professional development and evaluation.
- The addition of the "Professional Activities Log" as a means to document your TSPC required professional development units (PDU's).

In spring 2005, a committee of NWEA members and administrators met to review and modify the evaluation process. The committee recommended further clarification of some definitions, creating guidelines for required observations for part-time staff, streamlining the "Agenda for Final Summative Assessment" and editing one component of a rubric to better reflect staff skill in working with children with special needs. These revisions have been made for this current handbook.

The handbook and all accompanying forms can be accessed from both the Staff and Human Resources pages of the ESD's Web site at www.nwresd.k12.or.us.

The NWRESD would like to thank the committee members who worked on this revised handbook over the past two years:

2003-2004	2004-2005
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NORTHEAST REGIONAL
EDUCATION SERVICE DISTRICT

Performance Handbook for Licensed Employees

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INTRODUCTION

This document contains the philosophy and procedures of the Northwest Regional Education Service District's performance assessment program for licensed employees. This program:

- Reflects the mission of the NWRESD in designing, delivering and assessing teaching and learning
- Promotes and encourages professional development for licensed employees
- Adheres to rigorous standards of reliability and validity

The program is designed to provide standards-based accountability and to promote meaningful professional growth for licensed NWRESD employees.

The district's new assessment system is characterized by:

- Both formative and summative assessment processes.
- Self-directed professional growth for licensed staff.
- Clear criteria and standards, supporting the district's mission.
- Clear procedures for the evaluation of performance.

These elements, taken together, permit reliable and valid judgments to be made regarding the performance of licensed employees.

MOTTO

"Dedicated to quality education for all children"

MISSION STATEMENT

- Provide quality, cost-effective programs and services that address the needs and priorities of our component school districts.
- Provide quality, cost-effective programs and services that address the educational needs for all children with disabilities, birth to kindergarten, in our region.
- Work in partnership with the Department of Education and other K-12 education agencies in implementing 21st Century School standards and other programs and services that support and assist component school districts.
- Provide leadership in creating partnerships with public and private agencies, higher education, business and other community organizations in support of our component school districts.

PROGRAM OVERVIEW

The *Performance Handbook for Licensed Employees* explains the process, reviews performance standards, and establishes a plan to continually improve performance to provide “quality education for all students.” The multiple goals of this professional development model are:

- To contribute to systematic improvement of professional performance
- To honor high standards of professional practice
- To support improvement with assistance and guidance
- To provide fair and dignified procedures when improvement has not occurred and the process results in resignation or non-renewal
- To comply with state statutes and contractual agreements on evaluation and fair dismissal

The handbook will also assist licensed employees in planning and documenting professional development activities. Included is a method for the employee to track the Professional Development Units (PDU's) as required for state licensure renewal.

The *Performance Handbook for Licensed Employees* will be reviewed annually by a committee of administrators and licensed employees for the purpose of explaining and clarifying performance evaluation and professional development within the NWRESD. The model is based upon the premise that educators are actively engaged in improving their understanding of the art and science of their profession.

RESPONSIBILITIES FOR IMPLEMENTATION

The NWRESD licensed employee performance assessment process is designed to engage licensed employees and administrators in a continuous and collaborative process to improve professional practice. This handbook is built on the following assumptions:

- A strong agreement about the procedures for professional development and evaluation is beneficial to students, staff and administration.
- The NWRESD licensed employees, the Northwest Education Association, administrators, Board members and the handbook review committee all play a part in insuring that the previous assumption is realized.

1.) Licensed Employees

All licensed employees will receive a copy of the *Performance Handbook for Licensed Employees* during the first month of employment. Employees will review the handbook and participate fully in the professional development process according to the stated timelines.

2.) Association

The Northwest Education Association (NWEA) will assume primary responsibility for informing staff of the specific contract language regarding professional development and performance assessment. It will inform licensed employees of their rights and responsibilities and be available to answer questions.

- 3.) Administrators Administrators will explain the process of performance assessment to their staff by October 1st of each year.
- 4.) District Administrators The district administrative staff will provide funds and materials to produce, print and distribute the Performance Handbook for Licensed Employees each year. The district administration will provide the opportunity each year for a committee of administrators and association-selected licensed employees to review and if necessary, recommend revisions to the handbook.
- 5.) Board The board will monitor the professional development and assessment program in the spirit of providing “quality education for all students.”

RESEARCH BASE FOR THE PERFORMANCE STANDARDS

The Performance Standards have been adapted from the groundbreaking and highly respected work of Charlotte Danielson as published by the Association For Supervision and Curriculum Development’s Enhancing Professional Practice: A Framework for Teaching. The research base for this work is extensive, and reflects the technical skill and procedures used by Educational Testing Service in the development of all their assessments:

- Literature reviews
- Consultation with panels of both experts and experienced practitioners
- A survey of practice in other similar assessments
- Job analyses incorporating thousands of respondents

In addition to the Educational Testing Service research, the framework also reflects recent research on the tasks of experienced (as distinct from novice) teachers, and research conducted after that reported in the Educational Testing Service surveys.

SUMMARY OF THE PERFORMANCE ASSESSMENT SYSTEM FOR LICENSED STAFF

The assessment system includes two different processes:

- A formative process under the direction of the employee
- A summative process which involves administrators in making judgments regarding employee performance

All probationary employees are engaged in the summative process each year. Once licensed employees receive continuing contracts, however, they participate annually in either the formative process or the summative process, with the summative assessment occurring at least once in the three-year-cycle.

These two processes are summarized below and described in more detail in Sections 2 and 3 of this manual.

**SUMMATIVE ASSESSMENT:
EVALUATION PROCESS**

Through the summative assessment process, the NWRES D provides assurance to its community that all licensed employees are performing at a high level of proficiency. All probationary licensed employees are evaluated annually using the summative process, and licensed employees with continuing contracts are evaluated at least once every three years. The summative process consists of administrative review and assessment of all aspects of the employee's performance, from the planning of lessons and other student contact, to classroom presentation of content and interaction with students, to performance beyond the classroom such as communication with families, participation in school and district events and projects, continuing professional growth, and leadership. This administrative review consists of both observations of professional practice and the review of documents submitted by the licensed employee and gathered by the assessor.

After the system has been in place for several years, teachers with continuing contracts undergoing the summative assessment process may have had the opportunity to prepare portfolios of their work during their previous formative process years, and can therefore present a rich portrait of their professional practice.

A detailed description of the Summative Process can be found in Section 2 of this handbook.

**FORMATIVE ASSESSMENT:
SELF-DIRECTED
PROFESSIONAL GROWTH**

The formative process is under the primary direction of each employee, working collaboratively with colleagues and his or her administrator. As part of the process, each employee conducts a self-assessment, selects (together with an administrator) suitable goals for focus, develops a growth plan, and implements that plan.

The entire process is conducted by the employee, and results in documentation of enhanced performance. Examples may be:

- Planning documents
- Special education documentation
- Samples of student work
- Records of communication with families or participation in professional events
- Videotapes of classroom practice

These materials are then available as part of the employee's professional work for submission during the summative assessment process.

A detailed description of the Formative Assessment Process can be found in Section 3 of this handbook.

PROFESSIONAL GROWTH PLANS

A **Professional Growth Plan** involves collaboration between a licensed employee and the supervising administrator with the intention of expanding professional expertise and ensuring competency with regard to performance standards. Each of the stakeholders (licensed employee and administrator) in this process may have a different focus. For the licensed employee, the focus may be professional growth and licensure renewal; for the administrator, the focus will include the professional growth of the employee and employee assessment.

A **Professional Growth Plan** is a required part of the formative assessment cycle. This approach to professional development is intended to be self-directed, collegial and results-based. The goals should be a natural outgrowth of the licensed employee's summative assessment or, in the case of first-year probationary employees, a discussion between the licensed employee and administrator. To assist in establishing goals, the licensed employee may confer with other staff or resource personnel.

Performance goals are based on job descriptions and the Performance Standards rubrics found in the Appendix. They need to be specific, measurable, realistic, action-oriented and time-bound. They may also be revised by mutual agreement during the course of the evaluation year. In cases where concerns or unsatisfactory performance are identified, the administrator may specify performance goals designed to help the licensed employee correct the deficiency.

PROGRAM OF ASSISTANCE

Occasionally a licensed employee will be recommended for a Program of Assistance for Improvement (POAI). An administrator initiates this plan in consultation with the licensed employee, Human Resources and the NWEA. The administrator calls for the POAI based on documented, factual evidence that a licensed employee is not meeting the District Performance Standards as outlined in this handbook.

The Program of Assistance for Improvement (POAI) identifies one or more areas where the licensed employee's demonstrated performance is below the accepted standard(s). A POAI defines the specific standard(s) that must be met and outlines the improvements that must be made to bring the employee's performance to the standard. The plan includes a commitment of time and effort from the licensed employee and time and resources from the District. The POAI includes a specific timeline along which the licensed employee must progress and a specific completion date. The Program of Assistance for Improvement is successfully completed when the licensed employee consistently demonstrates satisfactory professional performance in all areas noted in the plan. Should the licensed employee fail to make acceptable levels of improvement outlined in the POAI, the administrator may recommend the employee's contract be non-renewed or non-extended or that the employee be dismissed.

See Section 4 for an outline of a typical Program of Assistance for Improvement.

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SUMMATIVE ASSESSMENT: EVALUATION PROCESS

While the NWRESD licensed employee performance assessment system as a whole is designed to encourage self-directed professional development, the District has a responsibility to ensure that all children have the benefit of instruction at a high level of proficiency. Therefore, once every three years, or when deemed necessary by an administrator, continuing contract employees follow the Summative Assessment process for the purpose of evaluating their performance. Probationary employees follow the Summative Assessment process every year for their performance evaluation. NWRESD's Performance Standards are identified in the Performance Standards rubrics found in the Appendix.

Evaluation of licensed employees is a legal responsibility outlined in the Oregon Revised Statutes. By its nature, evaluation is a judgment of performance according to the district's standards. In the process described in this section, the judgment is made on the basis of evidence collected and the dialogue that accompanies this evidence. The Performance Standards should be used at every step in the process to clarify and enrich the discussion and to guide the judgment of the evidence presented.

Steps in the Process

The summative process has a number of steps, which are described below. Samples of all supporting forms are provided in the Appendix. Forms for use are available on the NWRESD website.

1. Administrator reviews job performance expectations with employees

A fundamental premise of assessment is that people should be evaluated on the performance expectations of which they have been notified. Prior to **September 15**, administrators inform any employees who are to undergo a summative evaluation of the Performance Standards on which they will be assessed.

To document the notification, administrators should retain a copy of the scheduled appointments with individual employees. Each administrator receives guidelines for determining the employees who are to be included in the summative assessment process.

2. Employee completes Self-Assessment; Employee and administrator hold Initial Summative Conference

Prior to **November 1**, each licensed employee completes the Performance Standards Self-Assessment (Form 2.0) and prepares for the Initial Summative Conference. The optional Performance Standards Self-Assessment Summary (Form 2.1) may be used to aid in preparation.

The employee also prepares to discuss plans for acquisition of PDU's during the summative year.

The basis for conversation during the administrator-employee conference are as follows:

- Performance Standards Self-Assessment based on the Performance Standards (Form 2.0)
- Agenda for Initial Summative Conference (Form 2.2)

The administrator retains a copy of the Performance Standards Self-Assessment. During this initial conference, employees are to briefly discuss their performance in each of the four domains, how they learn about students' traits, needs, and characteristics, and the student management procedures they have established.

The administrator and employee complete the Understandings from Initial Summative Conference (Form 2.3). This form reviews the level of proficiency on Performance Standards that must be demonstrated by the employee for continued employment with NWRESD.

3. Employee gathers evidence to document professional performance

The evidence gathered and explained by the employee is meant to be a snapshot of current performance in the domains of the Performance Standards. Employees are not expected to present extensive documentation of student products, communications/reports or instructional lessons. Rather, the intention is for employees to present a sample ("soil sample") that illustrates their work within the context of their teaching assignment and experience. Required evidence is to be collected by both the employee and the administrator throughout the year.

The evidence collected and submitted may consist of the following:

- Information on knowledge of students and student management (documented during the Initial Summative Conference)
- Sample lesson plans and/or collections of special education paperwork and working files (may be provided during the pre-observation conferences)
- Evidence of reflection skills (provided during the post-observation conferences)
- An instructional unit or behavior intervention plan
- Samples of student work or data sheets submitted from the instructional unit or behavior intervention plan
- Sample of contact records or logs documenting communication with a student's parents and/or professional community
- Professional Activities Log – Form 3.1 (or equivalent) outlining professional development attended and contributions made to the school, the district and the community

This evidence is expected to provide the administrator with an accurate reflection of professional practice and enables the employee to articulate his or her work in a highly professional manner.

4. Administrator completes formal observations

The administrator completes a minimum of two formal observations with each employee in the Summative Assessment process.

A formal observation consists of a pre-observation conference, an observation, and a post-observation conference. The Pre-Observation Form (Formal Observation) – Form 2.4 and the Employee Reflection Post-Observation Form - Form 2.5 provide the discussion guides for these conferences. Employees prepare for the observations by completing the Pre-Observation Form 2.4.

During the pre-observation conference, employees are expected to provide a copy of their plans for the observation, where appropriate, as well as a completed copy of the Pre-Observation Form – Form 2.4. Also during this conference, employees may wish to revise the information on classroom management or knowledge of students presented during the Initial Summative Conference if the information has been revised or refined in a way that would have bearing on this planning-observation cycle. The plan presented and the resulting discussion provides evidence of the employee's skill in planning (Domain 1).

During the formal observations, the administrator is responsible for collecting "evidence" of the employee's professional skills. Observation notes can be recorded in a variety of ways. The observation notes should be used for reference during the post-observation conference. The Classroom Observation Record – Form 2.6 is an optional form that may be used by administrators to collect evidence of the employee's professional skills during the observation.

The Employee Reflection Post-Observation Form – Form 2.5 is used to document an employee's skill in reflecting (Domain 4). The conference following an observation should ideally be held within two weeks following the observation. This time allows the employee to adequately reflect on the lesson or meeting observed and to prepare to discuss the questions on the reflection form. At the post-observation conference, the administrator reviews the Post-Observation Record – Form 2.7 with the employee and both sign it.

NOTE: An emergency may arise causing the actual observation to be canceled. If this occurs, it is not necessary to hold another pre-observation conference on the newly-scheduled episode. The observation can take place and the post-observation conference held on the rescheduled episode.

4a. Observation requirements for first year employees

The bulk of the evidence in the Summative Assessment process for new employees is collected during the observation cycles. This evidence thoroughly covers Domains 1 through 3 as well as Component 4a (Reflecting on Professional Practice/Teaching).

The administrator is required to complete three formal observations with full time employees:*

- First observation to be completed by December 1.
- Second observation to be completed by January 15
- Third observation to be completed by February 1.

** Number of observations pro-rated based on FTE (.5 FTE or less = 2 observations. More than .5 FTE = 3 observations).*

In addition, administrators may wish to conduct informal observations of these new employees, especially early in the year. These observations can help establish a baseline of performance and allow the new employee to become comfortable with an observer in the room before a formal observation is conducted.

4b. Observation requirements for second and third-year probationary and all continuing contract employees

Some of the evidence in the Summative Assessment process for employees beyond their first year of employment is collected during the observation cycle. Flexibility is built into the cycle at this point, as employees with different capabilities and levels of experience will provide differing amounts and qualities of evidence.

During the observation cycle, administrators and employees are responsible for the following number of observations*:

- Second and third-year probationary - complete one formal observation prior to December 1 and a second formal observation prior to February 1.
- Continuing contract employees - complete one formal observation by February 1 and the second by May 15.

** Number of observations pro-rated based on FTE (.5 FTE or less = 1 observation. More than .5 FTE = 2 observations).*

5. Employee prepares for Final Summative Assessment Conference

Employees continue to gather evidence of professional skills that completes the documentation for Summative Assessment. A major piece of evidence submitted by a classroom teacher is a Unit Plan. Planning of a unit demonstrates many things: an employee's knowledge of content, the ability to choose appropriate instructional goals, methods of student assessment, and the coherence of instruction to name a few. Employees are expected to submit one unit plan to the administrator during the year. The time frame of this unit should encompass at least one week.

Equivalent evidence of professional skill, planning and implementation is required for licensed employees whose assignments are consultative service and evaluation. This may be a student's working file complete with copies of special education documentation, service schedule, assessment plan, consultation notes and meeting notes.

Along with evidence of professional skills, the employee submits

other instructional artifacts that have been collected. These artifacts should include evidence of communication with families, colleagues and students. They also include the Professional Activities Log – Form 3.1. Once again, the decision as to what to submit is the employee's. The Agenda for Final Summative Assessment Conference – Form 2.8 provides guidance for this requirement. Regardless of what is determined, the employee should be prepared to discuss the submitted evidence and the artifacts during the Final Summative Assessment Conference with the administrator.

The topic and time of submittal is of the employee's choosing, but must be received by the administrator by **February 1** for probationary employees and by **May 1** for continuing contract employees.

6. Employee and Administrator hold the Final Summative Assessment Conference

While evidence may seem self-explanatory, it is critical that the employee is able to explain how the evidence reflects his or her performance. In this last administrator-employee conference, the two review the planning documents, artifacts, and log forms submitted by the employee. They discuss the items on the Agenda for Final Summative Assessment Conference – Form 2.8 as well as any questions the administrator may have. This conference enables the employee to point out important aspects of his or her work. This conference is an opportunity for the employee's skill to be displayed as a coherent body of work, and to be recognized as such. As with other pieces of evidence discussed during the year, the Performance Standards should be used to guide discussion of this evidence. This conference is held by February 15 for probationary employees and prior to the last contract day for continuing contract employees.

7. Administrator completes Summative Assessment Report.

By the employee's last contract day, the administrator completes the evaluation process by writing the Summative Assessment Report - Form 2.9. The narrative should reflect the quality of performance based on the evidence collected by both employee and administrator, and discussion(s) about these artifacts. In summative assessment, the employee is evaluated on all four domains which delineate the Performance Standards. In making the evaluation, the administrator applies the levels of performance outlined in the Performance Standards rubrics. Since the Performance Standards have been used throughout the year whenever evidence of performance was discussed, the final ratings and narrative should be an accurate summary of the discussions.

The employee and the administrator sign the Summative Assessment Report – Form 2.9; copies are filed with the employee, administrator, and Human Resources office. Evidence is not submitted with the report to the Human Resources office.

**QUICK REFERENCE:
SUMMATIVE ASSESSMENT PROCESS TIMELINE**

<u>Activities</u>	<u>Person(s) Responsible</u>	<u>Target Dates</u>
Review Job Performance Responsibilities	Administrator	Sept. 15
Informal Observations of Probationary Employees	Administrator	Sept.- Oct.
Initial Summative Conference Preparation	Employee	Sept.- Oct.
<ul style="list-style-type: none"> • Performance Standard Self-Assessment - Form 2.0 • Performance Standard Self-Assessment Summary (Optional) - Form 2.1 • Agenda for Initial Summative Conference - Form 2.2 • Plan for PDU's 		
Initial Summative Conference:	Administrator & Employee	Nov. 1
<ul style="list-style-type: none"> • Performance Standard Self-Assessment - Form 2.0 • Agenda for Initial Summative Conference - Form 2.2 • Understandings from Initial Summative Conference - Form 2.3 		
Formal Observations of Probationary Employees	<u>First Year Probationary</u> (Administrator & Employee)	
<ul style="list-style-type: none"> • Pre-Observation Form (Formal Observation) - Form 2.4 • Post-Observation Employee Reflection - Form 2.5 • Classroom Observation Record (Optional) - Form 2.6 • Post-Observation Record - Form 2.7 	1 st Observation	Dec. 1
	2 nd Observation	Jan. 15
	3 rd Observation	Feb. 1
	<u>2nd & 3rd Year Probationary</u> (Administrator & Employee)	
	1 st Observation	Dec. 1
	2 nd Observation	Feb. 1

Submission of Instructional Artifacts/Evidence of Professional Skills, Contact Log sample and Professional Activities Log (Form 3.1)	Probationary Employees only	Feb. 1
Final Summative Assessment Conference for Probationary Employees		
<ul style="list-style-type: none"> • Agenda for Final Summative Assessment Conference - Form 2.8 • Summative Assessment Report - Form 2.9 	Administrator and Probationary Employee Administrator	Feb. 15 Feb. 15
Notice to Human Resources from Administrator re: contract renewal/extension status		
<ul style="list-style-type: none"> • Licensed Employee Contract Recommendation for NWRESB Board Action – Form 2.10 	Administrator	Feb. 15
Formal Observations of Continuing Contract Employees	Administrator & Contract Employee	
<ul style="list-style-type: none"> • Pre-Observation Form (Formal Observation) - Form 2.4 • Post-Observation Employee Reflection Form 2.5 • Classroom Observation Record (Optional) - Form 2.6 • Post-Observation Record - Form 2.7 	1 st Observation 2 nd Observation	Feb. 1 May 15
Submission of Instructional Artifacts/Evidence of Professional Skills, Contact Log sample and Professional Activities Log (Form 3.1)	Contract Employees only	May 1
Final Summative Assessment Conference for Contract Licensed Employees	Administrator & Contract Employee	Employee's Last Day
<ul style="list-style-type: none"> • Agenda for Final Summative Conference - Form 2.8 • Summative Assessment Report - Form 2.9 		

At the end of the summative process, the following forms are turned in to the Human Resources Department: 2.3, 2.4, 2.5, 2.7, 2.9, and 2.10.

3

FORMATIVE ASSESSMENT: SELF-DIRECTED PROFESSIONAL GROWTH PROCESS

Those continuing contract employees not involved in summative assessment participate in formative assessment each year. This approach to professional development is intended to be self-directed, collegial, and results-based.

In the formative process, the employee conducts a self-assessment and selects, with the approval of their administrator, suitable goal(s) for focus. The employee develops a growth plan and implements that plan. The process is directed by the employee and results in documentation of the enhanced skill. Examples of documentation may include but are not limited to: planning documents, samples of student work, records of communication with families or participation in professional events, and videotapes of classroom practice. These documents are then available as part of the employee's professional evidence for submission during the summative assessment process.

Steps in the Process

The formative process has a number of steps that are described below. All the forms needed to support the process are provided in the Appendix.

1. Self-assessment and employee-administrator conference

The employee completes a self-assessment by using the Performance Standards found in the Appendix and records responses on the Performance Standards Self-Assessment – Form 2.0. The self-assessment process is designed for each employee to thoughtfully consider every component that is applicable to his/her position in each domain and accurately determine the specific level of his or her performance for each. The employee then analyzes that self-assessment for evidence of patterns of strength and weakness. Based on this analysis, he/she determines an area of practice for focused attention and improvement during the coming school year.

This area for focus is used to formulate a growth goal and may consist of a single aspect—such as the use of technology, or it may span a number of the individual areas (for example: understanding the cultures of one's students, and improving questioning and discussion techniques). But in all cases, each employee's choice of goal(s) and the resulting plan developed from the goal(s) must be oriented to the NWRESD's mission and the students to be taught.

The employee's thoughts for a growth goal are discussed during a conference with the administrator. Naturally, the administrator may have his or her own suggestions for suitable growth areas for the employee. The conference provides an opportunity to compare notes on perceptions of need and then arrive at consensus regarding a growth goal. While the growth goal should represent consensus between the employee and the administrator, in those rare cases where there is significant disagreement as to appropriate areas for focus, the recommendations of the administrator

must prevail.

The employee-administrator conference is conducted prior to **November 1**. The employee brings the Performance Standards Self-Assessment – Form 2.0, and is prepared for the discussion.

2. The employee designs a growth plan; submits to Administrator by December 1

During November, the employee develops a Self-Directed Professional Growth Plan – Form 3.0.

The activities written into each growth plan are the means to the end. They are the engagement that will foster movement toward the goal. Depending on the growth goal(s) selected, the activities identified in the growth plan may involve primarily the employee or they may involve the employee working with colleagues.

Your goal is chosen based on the results of your Performance Standards Self-Assessment. The goal can be a component in which you want to either develop new or expand existing expertise. You may want to align your goal with your plan to attain PDU's for your TSPC license.

The goal is agreed upon by you and your administrator and documented on the Self-Directed Professional Growth Plan – Form 3.0.

Some Activities for Professional Growth

Some possible activities to support a growth goal include the following:

- observation of and discussion with educators known to be skilled in the area identified for focus,
- attendance at workshops, graduate courses, and other professional development offerings,
- focused reading of books and articles, watching videos of practice, and discussion with members of a study group,
- collection and analysis of student work from one's own students,
- interviews with members of the community and attendance at community events,
- creation and analysis of videos of one's own professional practice,
- keeping a journal of actions and reflections related to the goal
- designing action research
- analysis of test results to determine areas of need for one's students.

Other “Ideas for Professional Growth Activities” are found in the Appendix on pages 49-50.

The list of possible activities to support a growth goal is limited only by imagination. The critical consideration is how

a certain activity enables a professional educator to move towards an important goal. The activities themselves are never good or bad; they are merely more or less useful for the purpose of improvement.

When developing their growth plans, employees should also consider the resources they may need to implement their plan. For example, if they want to visit the class of a certain teacher, it may be helpful to have a substitute for a few hours of one day so the visit and a follow-up conversation may be conducted. In addition, employees should give thought to the nature of documentation that will result from implementing activities in the plan. For example, in the case of the visit to a colleague's class, an employee will produce observation notes and a summary of what was derived from the visit and the conference.

Asking others to review your plan and make suggestions of activities helps you become aware of a greater body of resources and activities and strengthens a plan. It also helps others become familiar with your goal and direction so they can lend support.

A Sample Professional Growth Plan is included with Form 3.0 as an illustration. Employees must provide the administrator with a copy of his/her Professional Growth Plan by **December 1**.

3. Employee implements growth plan

The heart of the formative process consists of the actual implementation of the growth plan. It is during these months (December- May) that employees perform the real work of professional development, carrying out the activities they have identified as likely to help them advance towards their growth goal(s). During the implementation of their plans, it is expected that employees will engage in:

- personal reflection on the new concepts and ideas being explored, and
- preparation of documentation of activities that can serve as evidence of performance during both the formative and summative evaluation process.

If the employee encounters unexpected difficulty implementing the plan for professional growth, he/she should consult with the administrator at the earliest convenience so the administrator can provide ideas and assistance or so that goals can be modified. The support and suggestions of colleagues is encouraged. As the employee becomes aware of additional resources and/or activities, revise the plan to include these.

4. Employee reflects on progress toward goal(s)

As the final activity of the formative process, employees review the evidence they have collected and the professional growth activities in which they participated throughout the year. They reflect on their growth goal(s) and how the

evidence of their activities contributes to the progress towards the goal(s). As a vehicle for this reflection, they complete the Formative Assessment Summary - Form 3.2, to be reviewed with and submitted to their administrator prior to the employee's last contract day, along with the Professional Activities Log – Form 3.1.

5. Interrelation with TSPC requirements

Licensed employees are required to document continued professional development in order to renew their state licenses. This TSPC requirement can be seamlessly merged with the NWRESA required Professional Growth Plan – Form 3.0 and Professional Activities Log – Form 3.1, if the employee so chooses.

6. Employee documents professional growth

Employees may also find that they can profit from an organized system to maintain their plans and documents from one year to the next. If well conceived and carried out, the professional growth activities should yield planning documents, student assessment procedures, samples of student work with feedback, videos of classroom practice, logs of professional activities and the like, that will be useful during the summative evaluation process to document performance. Taken together, the documentation produced during the two years of the formative process will constitute a comprehensive portrait of the employee that can be presented during the summative evaluation. The Professional Growth Plan created in Year 1 of the formative phase may be appropriate to revise and continue to work on in Year 2; or, new growth goals may be determined in consultation with the administrator.

**QUICK REFERENCE:
FORMATIVE ASSESSMENT PROCESS TIMELINE**

<u>Employee Responsibilities</u>	<u>Dates</u>
Performance Standards Self-Assessment Form 2.0 and Conference with Administrator	November 1
Self-Directed Professional Growth Plan Form 3:0	December 1
Professional Activities Log – Form 3.1 and Formative Assessment Summary - Form 3.2	No later than Employee's last contract day

At the end of the formative process, the following forms are turned in to the Human Resource Department: 3.0, 3.1, and 3.2

4

Intervention for Less-Than-Satisfactory Employee Performance

Nothing herein shall be construed to limit the right of the Superintendent to recommend to the School Board the non-renewal, non-extension or dismissal of any employee.

In the event an employee's performance is less than satisfactory according to any stated performance expectation, the administrator and the employee may collaboratively develop a Program of Assistance for Improvement (POAI) to address the deficiency(ies) in performance. The administrator will review the POAI with the superintendent or designee at the beginning of the process.

The POAI, which is to assist the employee to achieve a satisfactory assessment, must be completed on the NWRES D Program of Assistance for Improvement Form 4.0 and must include the following:

1. Identification of deficiencies
2. Objectives for performance improvement
3. Implementation timeline, including completion date
4. Roles and responsibilities
5. Assessment criteria and procedures
6. Signatures of the supervisor and the employee

All aspects of the POAI must be discussed with the employee. The administrator will conduct periodic conferences with the employee according to the established timelines in the POAI. The purpose of these conferences is to discuss the results of the employee's achievement towards the successful completion of the POAI and to make any needed adjustments to the program.

A Conference Summary Form 4.1 will be completed at the conclusion of each POAI conference. A copy of the Conference Summary Form must be provided to the employee. Conference Summary Forms will be retained by the administrator.

In cases of a non-renewal, non-extension or dismissal recommendation, Conference Summary Forms must be submitted to the superintendent or designee for review before forwarding them to the HR Office.

If the employee fails to successfully complete the POAI or receives three or more less-than-satisfactory Conference Summary reports, the administrator must discuss the situation with the superintendent/designee. If it is determined that the employee is not making satisfactory progress in meeting the performance expectations of the NWRES D, the Conference Summary Forms with a cover letter recommending non-renewal, non-extension, or dismissal will be given to the employee with copies being submitted to the HR Department as documentation of consistently less-than-satisfactory performance evaluation as required by the Oregon Revised Statutes. If possible, this information will be

provided by February 15.

If the employee does not satisfactorily complete the POAI, the administrator *may* place the employee on a second POAI.

**Procedures
for Addressing
Less-Than-Satisfactory
Performance**

These listed dates are recommendations only. Any deviation from these dates will not be considered a due process violation of the Summative Assessment Evaluation Process.

At anytime The administrator should inform the superintendent/designee of any employee currently under a POAI or any whom they plan to place under a POAI. Existing documentation and timelines for a plan should be reviewed.

December 15: The administrator reports to the superintendent any employee who is not making satisfactory progress in completing the POAI.

February 1: The superintendent will provide the board of directors with a list of employees, probationary and continuing contract, being considered for contract non-renewal, non-extension or dismissal.

March 1: The administrator will notify the employee in writing of the recommendation for non-renewal, non-extension or dismissal.

A copy of this written recommendation and documentation supporting it will be sent to the HR Office and the superintendent. All documentation will be reviewed by the superintendent/designee.

On or before March 20: The employee will be notified, in writing, that the board of directors did not renew/extend his/her contract for the upcoming school year.

An employee may be notified of potential dismissal at any time.

Evaluation Conference

The administrator will conduct a conference with any employee on a POAI who is being recommended for non-renewal, non-extension or dismissal. The administrator must notify the employee in writing of the recommendation for non-renewal, non-extension or dismissal. If possible, this conference will be conducted by February 1. If the employee successfully completes the POAI and is being recommended for contract renewal or extension, an evaluation conference must be completed by February 15, if possible.

PERFORMANCE STANDARDS

Domain 1: Designing Knowledge Work

Component	Unsatisfactory	Basic	Proficient	Distinguished
Component 1a Demonstrating Knowledge of Content and Pedagogy	Employee displays little understanding of the content or the structure of the discipline, or of content-related teaching practices.	Employee displays a simple understanding of content and content-related teaching practices. Knowledge does not extend to its concepts, prerequisite relationships, connections with other disciplines, or to possible student misconceptions.	Employee demonstrates solid understanding of the content concepts, prerequisite relationships, and connection to other disciplines, but does not extend to possible student misconceptions. Instructional practices reflect current, content-related knowledge and best practices.	Employee demonstrates an extensive knowledge of content and content-related practices, showing evidence of a continued search for improved practice. Employee actively builds on concepts, knowledge of prerequisites, and misconceptions when planning instruction or seeking causes for student misunderstanding.
Component 1b Demonstrating Knowledge of Students	Employee makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests. No such information is used for planning.	Employee demonstrates a partial knowledge of students; backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.	Employee demonstrates an extensive knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individuals or groups of students.	Employee demonstrates a thorough knowledge of all aspects of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.
Component 1c Assessing Students for Special Education Eligibility	Employee fails to utilize existing information; select appropriate assessment tools; administer assessment tools correctly; and/or misinterprets/misrepresents results.	Employee utilizes existing information; selects appropriate assessment tools; administers assessments correctly; and interprets results to describe student's strengths and areas of weakness.	Employee seeks comprehensive information; selects current, best practice assessment tools; administers assessments correctly; and interprets results accurately to describe student's strengths and areas of weakness.	Employee integrates comprehensive information from a variety of sources to formulate an insightful profile of student's strengths and areas of weakness.
Component 1d Selecting Instructional Goals	Instructional goals focus on insignificant learning rather than content, are unsuitable for student(s), or are stated only as activities. Goals permit only a cursory means of assessment.	Most instructional goals focus on appropriate content and are suitable for most of the students; they include instructional activities, some of which permit an authentic means of assessment.	All instructional goals focus on significant content and are suitable for most of the students; they reflect opportunities for integration and permit varied and authentic methods of assessment.	Instructional goals reflect high-level learning related to the content; they are adapted, where necessary, to the needs of individual students, and permit varied and authentic methods of assessment.
Component 1e Demonstrating Knowledge of Resources	Employee is unaware of and/or doesn't use technologies and other resources for teaching or for students who need them.	Employee demonstrates a limited knowledge and use of technologies and other resources available for teaching or for students who need them.	Employee is fully aware of and uses technologies and other resources available for teaching and knows how to gain access to the resources for students who need them.	Employee seeks out and uses technologies and other resources for teaching in professional organizations and in the community; resources for students in need are accessed in the school, district and larger community.
Component 1f Designing Coherent Instruction (may not apply to some itinerant staff, i.e. school psych, eval spec)	The various elements of the employee's instructional design do not support the stated instructional goals or engage students in meaningful, relevant work; employee's instructional plan has no defined structure.	The various elements of the employee's instructional design support the stated instructional goals or engage students in meaningful work to a limited extent; employee's instructional plan has a recognizable structure and sequence.	A majority of the elements of the employee's instructional design support the stated instructional goals and engage students in meaningful, relevant work; employee's instructional plan has a clearly defined structure and sequence.	All the elements of the employee's instructional design support the stated instructional goals and engage students in meaningful work; employee's instructional plan is highly coherent, showing clear structure and sequence.
Component 1g Assessing Student Learning Through Student-Generated Products (may not apply to some itinerant staff, i.e. school psych, eval spec)	Employee's approach to assessing student learning lacks congruence with the instructional goals and contains no clear criteria or standards for student products; assessment results are not used to design future student work.	Employee's assessment plan is partially aligned with the instructional goals and includes criteria and standards for student products that are not clear or understood by the students; assessment results are used to design future work for the class, or group, as a whole.	Employee's assessment plan is aligned with the instructional goals and the criteria and standards for student products have been clearly communicated and are understood by students; assessment results are used to design future work for groups of students and individuals.	Employee's assessment plan is fully aligned with the instructional goals; criteria and standards for products have been developed with student input and clearly communicated; students monitor own progress in achieving goals; assessment results are used to design future work for individuals.
Component 1h Demonstrating Knowledge of Federal, State and District Special Education Policy and Procedures	Employee displays little understanding of the special education process. Paperwork and organizational process is poor; may contain errors and be deficient in meeting state and federal requirements. Makes minimal attempt to acquire knowledge or improve practice.	Employee displays an understanding of the special education process. Paperwork and organizational process is acceptable; is mostly accurate and meets state and federal requirements. With supervision, utilizes information provided by the district to update practices. Knowledge does not extend to independent implementation of process.	Employee demonstrates a thorough understanding of the special education process. Paperwork and organizational process is thorough and accurate and meets state and federal requirements. Independent in maintaining knowledge of current special education process.	Employee demonstrates extensive knowledge of the special education process. Consistently thorough and accurate in paperwork and organizational process to meet state and federal requirements. May function as a resource to other professionals.

PERFORMANCE STANDARDS

Domain 2: Creating a Safe and Orderly Environment for Knowledge Work

Component	Unsatisfactory	Basic	Proficient	Distinguished
Component 2a Creating an Environment of Respect and Rapport	Interactions in employee's environment, staff to student and among students, are negative and inappropriate, characterized by sarcasm, insults, and conflict.	Interactions in employee's environment are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity to students.	Interactions in employee's environment reflect general warmth and caring and are respectful of the cultural and developmental differences among groups of students.	Interactions in employee's environment are highly respectful, reflecting genuine warmth and caring towards individuals. Students themselves ensure maintenance of high levels of civility among members of the class.
Component 2b Establishing a Culture for Learning	The environment reflects an unsuitable culture for learning, characterized by low employee commitment to the content, low expectations for student achievement, and little student persistence and satisfaction in the work.	Environment reflects an unpredictable culture for learning, characterized by little employee commitment to the content, modest or inconsistent expectations for student achievement, and inconsistent student persistence and satisfaction in the work. Employee and students are performing at the minimal level to "get by."	Environment reflects a positive culture for learning with commitment to the content evident by both employee and students, high expectations for student achievement, and student persistence and pride in the work.	Environment reflects a genuine culture for learning. Students assume much of the responsibility for the culture by independently and positively responding to the organizational structure in the classroom, persisting and taking pride in their work, initiating improvements to their products, and holding their work to the highest standard.
Component 2c Managing Routines and Procedures	Routines and procedures are nonexistent or inefficient, resulting in the loss of much instructional time.	Routines and procedures have been established by the employee but function unevenly or inconsistently, with some loss of instructional time.	Routines and procedures have been established by the Employee and function smoothly with little loss of instructional time.	Routines and procedures have been established with student input and are seamless in their operation, with students assuming considerable responsibility for their implementation.
Component 2d Managing Student Behavior	Employee has established no clear expectations, no monitoring of student behavior is evident, and responses to student behavior are inappropriate. Reinforcement for positive behavior is not evident.	Employee makes an effort to establish standards of conduct for students, to monitor student behavior and to appropriately respond to student behavior. Rudimentary systems of reinforcement are in place.	Employee is aware of student behavior, has established clear standards of conduct and responds to student behavior in ways that are appropriate and respectful to the student. Positive behaviors are clearly expected and reinforced.	Employee monitoring is subtle and preventive; responses to student behavior are sensitive to individual student needs. There is evidence of student participation in setting expectations and monitoring of behavior.
Component 2e Managing Physical Space	Employee makes poor use of the environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the learning activities.	Environment is safe and learning activities are accessible to all students; furniture arrangement partially supports the learning activities.	Employee's environment is safe and learning activities are accessible to all students; furniture arrangement and other physical resources are deliberately chosen to support the learning activities.	Employee's environment is safe; furniture and other physical resources are deliberately organized to support the learning activities; students take ownership in ensuring the physical environment supports the learning of all students.
Component 2f Managing School Procedures and Emergency Situations	Employee ignores established school procedures; does not follow established procedures in emergency situations and compromises students safety; is not knowledgeable of or does not comply with applicable safety regulations.	Employee follows established school procedures; generally follows established procedures in emergency situations and does not compromise student safety; has limited knowledge of or has minimum compliance with applicable safety regulations.	Employee anticipates unsafe circumstances, makes suggestions to address safety concerns; follows established procedures in emergency situations.	Employee anticipates unsafe circumstances, makes suggestions and/or initiates actions with administrator's approval to address safety concerns; students assume responsibility for their implementation where appropriate.

PERFORMANCE STANDARDS

Domain 3: Facilitating Knowledge Work

Component	Unsatisfactory	Basic	Proficient	Distinguished
Component 3 a Communicating Clearly and Accurately with Students	Employee's oral and written communication contains errors or is unclear and inappropriate to students; does not include learning objectives.	Employee's oral and written communication is correct but is not completely appropriate to students or is unclear regarding learning objectives, requiring further explanations to avoid confusion.	Employee's oral and written communication is consistently clear and appropriate to students and includes learning objectives.	Employee's oral and written communication is clear and expressive and includes learning objectives. Employee's communication is responsive to varied audiences.
Component 3b Using Questioning and Discussion Techniques	Employee makes poor use of questioning and discussion techniques, does not reflect an understanding of the student's learning level, leading to limited student participation.	Employee makes uneven use of questioning and discussion techniques, reflecting some understanding of the student's learning level, allowing participation by most students.	Employee's use of questioning and discussion techniques reflects a clear understanding of the student's learning level, allowing participation by all students.	Employee's use of questioning and discussion techniques reflects a comprehensive understanding of the student's learning level, allowing participation which reflects new learning by all students.
Component 3c Engaging Students in the Work	Students are not intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representation of content, or lack of structure or pacing.	Students are intellectually engaged sporadically as a result of activities or materials of uneven quality, inconsistent representation of content or uneven structure or pacing.	Students are intellectually engaged throughout the learning as a result of appropriate activities and materials, instructive representations of content and suitable structure and pacing.	Students are highly engaged throughout the learning and make contributions to the representation of content, the activities, and materials; the structure and pacing of learning allow for student reflection and closure.
Component 3d Affirming the Performance of Students	Employee's feedback to students is meaningless, infrequent, of poor quality, and not received in a timely manner; feedback does not foster student persistence with the work.	Employee's feedback to students is uneven in its meaningfulness, frequency and quality; timeliness is inconsistent; feedback that fosters student persistence with the work is inconsistent.	Employee's feedback to students is meaningful, frequent, and timely; feedback fosters student persistence with the work.	Employee's feedback to students is meaningful, frequent, timely and of consistently high quality; students are encouraged to seek feedback from peers and other adults.
Component 3e Demonstrating Flexibility and Responsiveness through Monitoring and Modifying the Work.	Employee fails to provide the IFSP/IEP designated services, or adheres to the instructional plan in spite of evidence of lack of student progress; employee assumes no responsibility for modifying instructional strategies to meet student needs.	Employee provides the IFSP/IEP designated services; demonstrates limited flexibility and responsiveness to students' needs and interests during learning; employee assumes some responsibility for student success but does not actively seek ways to ensure successful learning for all students.	Employee takes the initiative to ensure that appropriate adjustments to IFSP/IEP are made through the special education process; responds to students' interest and questions during the learning; employee actively seeks ways to ensure successful learning for all students.	Employee is highly responsive to instructional needs; engages in collaborative process to make adjustments in instructional plans; incorporates student's interests and questions during the learning; employee persists in ensuring the success of all students.

PERFORMANCE STANDARDS

Domain 4: Professional and Leadership Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
Component 4a Reflecting on Professional Practice	Employee reflection on instruction, assessment, and/or consultation (including student work and products) is inaccurate; employee cannot propose ideas for improvement.	Employee reflection on instruction, assessment, and/or consultation (including student work and products) is generally accurate; employee can make global suggestions for improvement.	Employee reflection on instruction, assessment, and/or consultation (including student work and products) is accurate; employee can cite general characteristics and make specific suggestions for improvement or alternative strategies.	Employee reflection on instruction, assessment, and/or consultation (including student work and products) is accurate and perceptive; employee can cite specific examples and draw on an extensive repertoire to suggest alternative strategies.
Component 4b Maintaining Accurate Records	Employee has no system for maintaining accurate records or the system is in disarray, resulting in errors and confusion. Documentation may be incomplete and/or out of compliance.	Employee has rudimentary system for maintaining accurate records; system is only partially effective. Documentation is generally complete and timelines met. Designated technologies are utilized.	Employee has an effective and efficient system for maintaining accurate records for maintaining compliance, which uses the available technologies.	Employee has an effective and efficient system for maintaining accurate records which maximizes the use of available technologies; students may contribute to its maintenance.
Component 4c Quality of Special Education Documentation	Relationship among student performance, needs, goals, and services is not reflected in the documentation. Performance goals are not measurable.	Documentation demonstrates a recognizable relationship among components regarding student performance, needs, goals, and services. Performance goals are measurable.	Documents reflect clear and relevant information about student performance, needs, goals, and services. Information is linked throughout the document. Performance goals are clearly measurable.	Documents reflect comprehensive and relevant information about student performance, needs, goals, and services. Information is clearly linked throughout documents and guides provision of services.
Component 4d Communicating with Families	Employee provides little or no information to families and makes no attempt to engage them in the educational process.	Employee complies with school procedures for communicating with families and makes an effort to engage them in the educational process; limited communication techniques are employed.	Employee communicates frequently with families and actively seeks ways to engage them in the educational process; varied communication techniques that include the available technologies are employed.	Employee communicates frequently and sensitively with families and successfully engages them in the educational process; wide ranges of communication techniques that include the available technologies are employed; students participate in communication with families.
Component 4e Communicating in the Professional Environment	Employee's communication contains errors, is unclear, and/or may be inappropriate for the audience.	Employee's communication provides basic information, but may not be completely appropriate to the audience, requiring further explanations to avoid confusion.	Employee's communication is consistently clear, accurate, collaborative, and appropriate to the audience.	Employee's communication is consistently clear, accurate, and appropriate to the audience and fosters collaboration among professionals in the best interest of students.
Component 4f Contributing Leadership to NWRESD and Component School Districts	Employee's relationships with colleagues are negative or self-serving; employee avoids being involved in school and district projects or attempts to negatively influence a culture for learning.	Employee's relationships with colleagues are cordial; employee participates and assumes responsibility in school and district projects when specifically asked but sees no connection between his/her efforts and the outcome.	Employee's relationships with colleagues are collaborative; employee actively initiates participation in school and district projects that contribute to a positive culture for learning and sees efforts in relation to a positive outcome.	Employee demonstrates leadership and articulates how his/her actions make a substantial contribution to school and district projects; employee uses influence with others to promote collegiality and positive culture for learning.
Component 4g Growing and Developing Professionally	Employee does not participate or participates reluctantly in professional development activities even when activities are clearly needed for the improvement of teaching.	Employee participates in professional development activities when participation is convenient, required or needed for re-licensure.	Employee actively participates in professional development activities, seeking out opportunities to enhance knowledge and skills; employee applies what has been learned to their environment.	Employee actively pursues professional development and uses the gained knowledge and skill to make a substantial contribution to the profession through such activities as conducting action research, mentoring new employees, and assuming training roles.
Component 4h Working Effectively with Paraprofessionals	Employee's direction to paraprofessionals is absent, disorganized, inappropriate, and/or unclear. No documentation of expectations is evident.	Employee provides minimal direction to paraprofessionals. Expectations are appropriate. There is some evidence of effective delegation and scheduling. Employee demonstrates minimal effectiveness in use of paraprofessionals.	Employee provides explicit, effective direction and expectations to paraprofessionals resulting in a cooperative and organized learning environment.	Employee maximizes the skills of the paraprofessionals, engaging them in designing and implementing a positive culture for learning.
Component 4i Showing Professionalism	Employee engages in practices that are self-serving or harmful to students, colleagues, district, and/or the ESD. Employee demonstrates disregard of timelines and/or tasks required for the smooth functioning of the school and program. Employee violates Oregon statutes, district and/or ESD policies, building procedures, and/or bargained agreements.	Employee makes genuine but inconsistent attempts to serve students based on reliable information. Employee makes genuine but inconsistent attempts to support the effective practice of colleagues and the smooth functioning of the school.	Employee participates with colleagues in a genuine and collaborative effort to ensure that all students are well served by the school.	Employee assumes a leadership role in ensuring that school practices and procedures assure that all students, particularly those traditionally underserved, are honored in the school.

FORM 2.0

PERFORMANCE STANDARDS SELF-ASSESSMENT

Name _____

Date _____

Carefully reflect on your professional performance in all four domains. Complete the Self-Assessment by using the Performance Standards rubrics found in the Appendix. Prepare to discuss your performance in all domains during the Initial Summative Conference with your administrator prior to November 1.

Key: U.... Unsatisfactory B.... Basic P.... Proficient D.... Distinguished NA...Not Applicable

Domain 1 Designing Knowledge Work

NA	U	B	P	D	
					1a. Demonstrating Knowledge of Content and Pedagogy
					1b. Demonstrating Knowledge of Students
					1c. Assessing students for Special Education Eligibility
					1d. Selecting Instructional Goals
					1e. Demonstrating Knowledge of Resources
					1f. Designing Coherent Instruction
					1g. Assessing Student Learning Through Student-Generated Products
					1h. Demonstrating knowledge of Federal, State and District Spec. Ed. Policy and Procedures

Domain 2 Creating a Safe and Orderly Environment For Knowledge Work

NA	U	B	P	D	
					2a. Creating an Environment of Respect and Rapport
					2b. Establishing a Culture for Learning
					2c. Managing Routines and Procedures
					2d. Managing Student Behavior
					2e. Managing Physical Space
					2f. Managing School Procedures and Emergency Situations

FORM 2.0

PERFORMANCE STANDARDS SELF-ASSESSMENT, Continued

Name _____

Date _____

Key: U.... Unsatisfactory B.... Basic P.... Proficient D.... Distinguished NA...Not Applicable

Domain 3 Facilitating Knowledge Work

NA	U	B	P	D	
					3a. Communicating Clearly and Accurately with Students
					3b. Using Questioning and Discussion Techniques
					3c. Engaging Students in the Work
					3d. Affirming the Performance of Students
					3e. Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work

Domain 4 Professional and Leadership Responsibilities

NA	U	B	P	D	
					4a. Reflecting on Professional Practice
					4b. Maintaining Accurate Records
					4c. Quality of Special Education Documentation
					4d. Communicating with Families
					4e. Communicating in the Professional Environment
					4f. Contributing Leadership to NWRESA and component districts
					4g. Growing and Developing Professionally
					4h. Working Effectively with paraprofessionals
					4i. Showing Professionalism

FORM 2.1

PERFORMANCE STANDARDS SELF-ASSESSMENT SUMMARY
(Optional)

Name _____

Date _____

This form may be used as needed to make notes in preparation for the Initial Summative Conference with the administrator.

Notes for discussion of performance in:

Domain 1	Domain 2	Domain 3	Domain 4

FORM 2.2

AGENDA FOR INITIAL SUMMATIVE CONFERENCE

This information is to be provided by the employee and discussed with the administrator by November 1 of the Summative Assessment year.

- **Performance Standards Self-Assessment:** Following completion of your Performance Standard Self-Assessment (Form 2.0), discuss your performance in each of the four domains, as appropriate to your assignment.
- **Knowledge of Students/Students' special needs** (Evidence of Domain 1) or other information appropriate to your assignment.
 - State the **techniques** you use to become knowledgeable about your students:
 - Briefly describe the **students you have responsibility for** including the cultural composition, special needs, and/or those with limited English proficiency.
 - Briefly describe the **background knowledge and skills** of your students.
- **Creation of a Safe and Orderly Environment** (Evidence of Domain 2) or other information appropriate to your assignment.
 - State the **rules, procedures, and expectations** for student behavior. (Optional evidence could include classroom rules chart, parent letter, class schedule(s), substitute employee file, or other evidence appropriate to your assignment, etc.)
 - Describe how these practices were established.
 - Describe what, if anything, an observer should know about the learning environment which may impact your students' learning/participation.
 - State the reason(s) for arrangement of the physical environment.
- **Facilitating Knowledge Work** (Evidence of Domain 3) or other information appropriate to your assignment.
 - Bring an active IEP/IFSP and describe your plans to meet the student's special needs.
 - Bring a special education referral form and/or evaluation planning documentation and describe your plans to assess the student.
- **Professional Communication/collaboration** (Evidence of Domain 4)
 - Describe the use of paraprofessional assistance.
 - Describe the interaction with consulting colleagues.

FORM 2.3

**UNDERSTANDINGS FROM
INITIAL SUMMATIVE CONFERENCE**

Licensed Employee _____

Administrator _____

Probationary Year 1 ____ or Contract _____

Year 2 ____

Year 3 ____

Long Term Temporary ____

In order to continue employment with the NWRES D, I understand the following expectations:

1. All first year probationary licensed employees are expected to be at least “basic” in all performance standards by March of Year 1.
2. All second year probationary licensed employees are expected to be “proficient” in 50% or more of the standards by March of Year 2.
3. All third year probationary licensed employees are expected to be “proficient” in all standards by March of Year 3.
4. For the contract of a licensed employee to be extended unconditionally, the employee must be “proficient” in all performance standards.

Professional Development Growth Goals:

Licensed Employee

Date

Administrator

Date

FORM 2.6a

**CLASSROOM OBSERVATION RECORD
(OPTIONAL)**

This form **may** be used by the administrator during a formal observation and taken to the post-observation conference.

2a: Respect and Rapport

3a: Clarity of Communication

2b: Culture for Learning

3b: Questioning and Discussion

2c: Classroom Routines and Procedures

3c: Student Engagement

2d: Student Behavior

3d: Feedback to Students

2e: Physical Environment

3e: Flexibility and Responsiveness

2f: Managing School Procedures
and Emergency Situations

4h: Use of paraprofessionals

FORM 2.6b
MEETING OBSERVATION RECORD
(OPTIONAL)

This form **may** be used by the administrator during a formal observation and taken to the post-observation conference.

Employee:

Date and Time of Observation:

1a Knowledge of Content & Pedagogy

4b Maintaining Accurate Records

1b Knowledge of Students

4c Quality of Special Ed Documentation

1c Assessing Students for Special Education

4d Communicating with Parents

1d Selecting Goals

4e Communicating in the Professional Environment

1e Knowledge of Resources

4f Contributing Leadership/Working Relationships

1h Demonstrating Knowledge of Fed, State & District Special Ed Policy & Procedures

4i Showing Professionalism

FORM 2.7

POST-OBSERVATION FORM

Formal _____

Informal _____

Licensed Employee _____

Administrator _____

Observation setting _____

Assignment _____

Date & time of visit _____

1. Summary/Analysis of observation

2. Conclusions discussed and/or suggestions made

3. Additional comments (if appropriate)

Licensed Employee
(Required for Formal Observation)

Date

Administrator

Date

FORM 2.8

SUGGESTED AGENDA FOR FINAL SUMMATIVE ASSESSMENT CONFERENCE

This information is to be provided by the employee in the conference with the administrator prior to February 1st for probationary employees, or by June 1st for continuing contract employees.

Instructional/Behavioral Unit and/or Evidence of Professional Skills/Planning/Service:

Discuss how these materials were developed. In your discussion:

- Explain why the content was chosen and how the goals were determined.
- Explain how you determined what content and resources to include, the sequence of the activities, and the factors that influenced your decisions (e.g. needs of students, range of student responses and degree of persistence, availability of materials, etc.)
- Discuss the artifact(s) as related to special education procedural requirements.
- Describe how you determined when to assess and what to assess.

Contact Log and Professional Development Activities Log (Form 3.1)

Discuss the logs or equivalent information you have recorded. In your discussion:

- Explain your record-keeping system and the reasons for maintaining these records.
- Explain the types of student contacts and your reason for using these types of contacts.
- Summarize your professional development and other professionally-related activities for the year. Explain your contributions, as appropriate, and the benefits of this participation derived by you, the school and/or the district, and your students.

(NOTE: If the employee desires, any of these pieces of evidence may be submitted prior to the official due dates, and the conference may be held prior to the employee's last contract day.)

Summary of Evidence and Judgment of Performance

Reflect upon all the evidence that has been gathered by both the employee and the assessor in the listed domains of Professional Standards. In your discussion:

- Describe how this collection illustrates the professional expectations. Indicate in this discussion the level of performance this evidence represents (Unsatisfactory, Basic, Proficient, Distinguished)
- Discuss how the evidence collection relates to the NWRESD Employee Performance Standards (meets, exceeds, does not meet district expectations).

FORM 2.9

SUMMATIVE ASSESSMENT REPORT

(Page 1 of 5)

- The employee supports the mission of the Northwest Regional Education Service District.
- The employee creates educational experiences designed to accomplish the mission of the NWRES D that are consistent with best practice.
- The employee manages the resources of time, people, space, information and technology in order to enhance the quality of the work provided to students and to challenge and assist students to reach their academic potential.
- The employee continually monitors the extent to which students are engaging the work, persisting with the work, experiencing satisfaction in the products of the work, and learning what is expected as a result of doing the work; the employee modifies the work accordingly.
- The employee demonstrates leadership patterns that are consistent with expectations of outstanding employees in the NWRES D.

_____	_____
Employee's Name	Meets NWRES D Performance Standards Exceeds NWRES D Performance Standards

- OR -

_____	Does not meet the NWRES D Standards for Employee Performance
Employee's Name	
_____	Program of Assistance for Improvement for the _____ school year is recommended
	- OR -
_____	This employee is recommended for dismissal

NOTE: My signature on this summative assessment indicates that I have seen this document. It does not necessarily indicate that I agree with the assessment. I understand that I have the right to respond in writing to the statements and/or assessors within ten working days and my comments will be attached to the summative assessment form in my Personnel file.

Licensed Employee

Date

Administrator

Date

1 copy: Employee

1 copy: Supervisor

1 copy: Personnel File

FORM 2.9
SUMMATIVE ASSESSMENT REPORT
 (Page 2 of 5)

Assess the employee in all domains as related to the Performance Standards. **Based on the evidence gathered** since the previous Summative Assessment, note the level of performance as described by the performance tables (U=Unsatisfactory, B=Basic, P=Proficient, D=Distinguished) to rate all components in each domain. Complete the narrative sections for each domain. Rate each domain according to district expectations.

DOMAIN 1	
Designing Knowledge Work	
Rating	Component
	1a Demonstrating Knowledge of Content and Pedagogy
	1b Demonstrating Knowledge of Students
	1c Assessing students for Spec. Ed. Eligibility
	1d Selecting Instructional Goals
	1e. Demonstrating Knowledge of Resources
	1f Designing Coherent Instruction
	1g Assessing student learning through Student-generated Products
	1h Demonstrating knowledge of Federal, State and District Spec. Ed policy and procedures

Summary for Domain 1

Suggestions for Domain 1

Rating for Domain 1

	Meets district expectations
	Exceeds district expectations
	Does not meet district expectations

FORM 2.9

SUMMATIVE ASSESSMENT REPORT
(Page 3 of 5)

DOMAIN 2

Creating a Safe and Orderly Environment for Knowledge Work	
Rating	Component
2a	Creating an Environment of Respect and Rapport
2b	Establishing a Culture for learning
2c	Managing Routines and Procedures
2d	Managing Student Behavior
2e	Managing Physical Space
2f	Managing School Procedures and Emergency Situations

Summary for Domain 2

Suggestions for Domain 2

Rating for Domain 2

	Meets district expectations
	Exceeds district expectations
	Does not meet district expectations

FORM 2.9

SUMMATIVE ASSESSMENT REPORT

(Page 4 of 5)

DOMAIN 3

Facilitating Knowledge Work	
Rating	Component
	3a Communicating Clearly and Accurately with students
	3b Using Questioning and Discussion Techniques
	3c Engaging Students in the Work
	3d Affirming the Performance of Students
	3e Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work

Summary for Domain 3

Suggestions for Domain 3

Rating for Domain 3

	Meets district expectations
	Exceeds district expectations
	Does not meet district expectations

FORM 2.9

SUMMATIVE ASSESSMENT REPORT

(Page 5 of 5)

DOMAIN 4

Professional and Leadership Responsibilities	
Rating	Component
	4a Reflecting on Professional Practice
	4b Maintaining Accurate Records
	4c Quality of Special Ed. Documentation
	4d Communicating with Families
	4e Communicating in the Professional environment
	4f Contributing Leadership to the NWRES D and Component Districts
	4g Growing and Developing Professionally
	4h Working effectively with paraprofessionals
	4i Showing Professionalism

Summary for Domain 4

Suggestions for Domain 4

Rating for Domain 4

	Meets district expectations
	Exceeds district expectations
	Does not meet district expectations

FORM 2.10

**LICENSED EMPLOYEE CONTRACT
RECOMMENDATION FOR NWRES D BOARD ACTION**

Due no later than: February 15

Date: _____

Employee name: _____

Employee ID NO.: _____

Job title: _____

Job site: _____

Contract status:

- _____ 1st year probation
- _____ 2nd year probation
- _____ 3rd year probation
- _____ Long term temporary
- _____ Continuing contract

The above named employee is recommended for the following Board action:

- _____ Renew contract for 2nd year probation
- _____ Renew contract for 3rd year probation
- _____ Advance to continuing contract status
- _____ Extend continuing contract
- _____ Non-extend continuing contract/Implement a POAI
- _____ Non-renewal of probation
- _____ Non-renewal of long term temporary
- _____ Final non-extension
- _____ Dismissal
- _____ Other

Signature of Administrator

Date

Signature of Director

Date

1 copy: Employee

1 copy: Supervisor

1 copy: Personnel File

**FORM 3.0
SELF-DIRECTED
PROFESSIONAL GROWTH PLAN**

Licensed Employee _____

School Year _____

_____ Formative evaluation year 1

_____ Formative evaluation year 2* _____ Summative year**

Professional Development Growth Goal:

This goal addresses components in (check all that apply):

Domain 1 Domain 2 Domain 3 Domain 4

Activities and/or steps to be taken – use additional pages as necessary.	Persons/resources needed	Documentation	Timelines and Deadlines

Licensed Employee/Date

Administrator/Date

*In the second year of the formative cycle, this may be a continuation of the goal from Year 1 or a new goal may be developed. If the goal is a continuation from the previous year, be prepared to reflect upon the lessons learned in year _____.

**While a professional growth plan is not required by the NWRES D in the summative year, the licensed employee will still be working to acquire PDU's required for license renewal.

**Example of Form 3.0
SELF-DIRECTED PROFESSIONAL GROWTH PLAN**

Licensed Employee _____

School Year _____

_____ Formative evaluation year 1

_____ Formative evaluation year 2* _____ Summative year**

Professional Development Growth Goal:

To improve the data collection tools available to the behavior program.

This goal addresses components in (check all that apply):

Domain 1 Domain 2 Domain 3 Domain 4

Activities and/or steps to be taken – use additional pages as necessary.	Persons/resources needed	Documentation	Timelines and Deadlines
Develop a computer program for collection and analysis of behavioral data.	Access to computer classes in advanced Excel or beginning Access; release time as needed for classes & to visit like programs to research their systems	Completed program data is available to IEP team; system presented to team; schedule of visitation to programs.	Checkpoints: 11/13/02; 2/12/03 Completed 5/30/03
Development and implement system for documentation of medication changes, physical interventions & supervision protocols.	Access to computer	Protocols for students are available in files and to IEP team	Same as above

Licensed Employee/Date

Administrator/Date

*In the second year of the formative cycle, this may be a continuation of the goal from Year 1 or a new goal may be developed. If the goal is a continuation from the previous year, be prepared to reflect upon the lessons learned in year _____.

**While a professional growth plan is not required by the NWRESA in the summative year, the licensed employee will still be working to acquire PDU's required for license renewal.

FORM 3.1

PROFESSIONAL ACTIVITIES LOG

Employee name: _____

TSPC License expiration date: _____

Professional Development Activity	Date	Description	TSPC Domain	# PDUs	Administrator's Initials & Date Reviewed (annual)

DOMAINS:

- 1 = Subject Matter or Specialty
- 2 = Assessment Strategies
- 3 = Methods and Curriculum
- 4 = Understanding Diversity
- 5 = State and National Educational Priorities
- 6 = Use of Technology in Education

NOTES:

- One clock hour = one PDU
- One quarter hour credit = 20 PDUs
- One semester hour credit = 30 PDUs

Minimum of PDUs:

75 for Initial License

FORM 3.2

FORMATIVE ASSESSMENT SUMMARY

To be completed by the employee and shared with the administrator before the last contract day.

Name _____ School Year _____

Summary statement describing professional growth activities in which you participated this year to achieve your growth goal (attach additional pages if necessary):

Summary statement describing results achieved through these activities. You may wish to consider the following:

- Have I put my energy into achieving my goal?
- If not, what held me back or distracted me?
- If so, which of my activities was most valuable?
- Which was the least valuable?
- What did I learn from each activity in which I engaged for professional growth?
- How did I get others to help me learn?
- What was the benefit for my students?
- How will the results affect my planning for professional development for next year?

Required
attachments: Professional Growth Plan Form 3.0

Professional Activities Log Form 3.1

Additional
Attachments: _____

Licensed Employee

Date

Administrator

Date

FORM 4.1

**Program of Assistance for Improvement
Conference Summary Form**

Pre-Conference Data Collection:

Conference Notes:

Status of the Program of Assistance for Improvement:

Future Strategies:

Licensed Employee

Date

Administrator

Date

1 copy: Employee

1 copy: Administrator

1 copy: Personnel File

IDEAS FOR PROFESSIONAL GROWTH ACTIVITIES

1. Projects

The licensed employee may identify a project that falls within one of the performance standards or domains of professional competency. These projects may include: parent training/workshops, community service project, business partnership, conducting staff in-service or another original idea. Some additional ideas include:

- Professional journal - Read a professional journal monthly and write about how you can apply the material you read into your practice. Keep track of the hours you spent reading the journals. Get together with a colleague and discuss the journal. (ASHA allows speech pathologists to form a journal club and receive CEUs)
- Video - Rent or borrow a professional video. Watch it and write a brief paragraph on how you can apply what you learned on the video to your practice. Look for videos from support groups for Autism, Cerebral Palsy, American Heart Association, American Speech Language Hearing Association, NEA and OEA, etc. Share the information with your colleagues.
- Presentation - Present your area of expertise to your local Parent/Teacher Association, regular education staff, classified group, Rotary or other club, school support personnel, etc. Keep an outline of your presentation.
- Board meetings - Attend a NWRESD Board meeting or a local school board meeting and write a brief paragraph about what you learned about public board meetings. Ask board members if there are any committees in which you can participate.
- Web sites - Explore the Web and develop a resource list for parents, colleagues, etc. There are many good and interesting special education sites. Explore the sites and write a brief paragraph about each site you explored. Discuss the pros and cons about each.

2. Action Research

Action research is a process that is conducted to improve student performance. It can be conducted individually or in collaboration with a peer. It allows the licensed employee to explore new instructional strategies through a continuous process of collecting and analyzing data, making decisions based on the results of that data, collecting more information on decisions made, evaluating the results and using those results to set new goals.

3. Study Group/Independent Study

A study group is an organized, purposeful process for teachers to study instructional practice, curriculum, student outcomes or assessment. Study groups usually consist of several people; however, a licensed employee may wish to do an independent study.

- Research topics that are explored through common readings; meet to discuss the application of contents to your classroom or assignment.
- Coursework is completed to further knowledge and understanding.
- Group meets to develop technology skills through hands-on practice.
- Individual researches topic of choice that improves instructional practice.

4. Reflective Journal

The purpose of a reflective journal is to capture your insights, understandings and learning during the improvement process. You should include an introductory statement explaining your goal, anticipated efforts or resources and how you envision students benefiting from your efforts and accomplishments. A journal might address these types of elements:

- Successes or problems with a lesson, unit, program or activity
- Parent/teacher conferences

- Professional development experiences
- Interaction with peers
- Interaction with students, individually or as a class
- Responses to professional reading
- Teacher insights
- Explore questions

5. Peer Coaching

Peer coaching is a collaborative process in which two or more licensed employees work together to reflect on current practices that improve student performance. Licensed employees share their expertise and provide one another feedback, support and assistance for the purpose of refining present skills, learning new skills, and solving classroom or assignment-related problems.

6. Portfolio

A portfolio should reflect progress toward a professional goal. It is not a scrapbook. It is a purposeful collection of work with appropriate self-reflection. It should include the licensed employee's current thinking (throughout the year) about the goal. The licensed employee selects appropriate artifacts to place in the portfolio that provide evidence of progress toward the goal. Elements that may be included in the portfolio are: lesson plans, journal entries, student work, student projects (pictures), parent notes, homework assignments, measures of performance, learning displays, videotapes, newspaper articles, survey feedback, peer coaching notes, awards and recognitions, staff development experiences.

Renewing Your License through TSPC Effective January 15, 2002

TSPC requires that licensed employees document Continuing Professional Development (CPD) to renew their licenses. This requirement, part of the Oregon Education Act for the 21st Century and passed by the 1997 Legislature, applies to all educators who hold Basic, Standard or Continuing Educator, Administrative or Personnel Service licenses and who are employed in Oregon schools. It emphasizes that it is important for educators to gain new practices and skills throughout their careers to enhance learning for all students. The requirement does not apply to substitutes or others who are not contracted for at least one-half time in Oregon schools.

Although it is the responsibility of the licensed employee to assure requirements for licensure are met, the NWRES D provides support to assist in the process. The CPD plan required by TSPC is a plan for personal professional growth during a licensure cycle. The primary purpose is improved student learning by improving professional skills of educators [OAR 584-005-0005 (26) and 584-090-0001]. Each CPD plan shall be designed to assist the educator to:

1. Achieve district, state and national standards
2. Keep current with the development and use of best practices; and
3. Develop ways to enhance learning for a diverse student body.

Your NWRES D Professional Growth Plan *may* serve this purpose.

Continuing Professional Development is documented through the accumulation of Professional Development Units, or PDUs, which are defined as additional academic and practical experiences that lead to increased knowledge and skills related to the educator's assignment [OAR 584-005-0005 (28)]. Your plan to earn PDUs shall be included in your annual NWRES D Professional Growth Plan and may serve both purposes.

It is important to note that although both your Professional Growth Plan and your plan to earn PDUs (your CPD) are developed in consultation with your administrator, TSPC holds that you may also select a "Continuing Professional Development Advisor" to support you in reaching your goals. TSPC defines an advisor as "a person selected by an educator and approved by the educator's administrator, such as a college or university advisor, a peer coach or a qualified member of an agency or professional organization" [OAR 584-005-0005 (29)].

PDUs may be earned by participating in many activities that are: approved by your administrator, related to your goals, and fall under one of the six "Domains of Professional Competency" as described in OAR 584-090-0020. The six domains are as follows:

1. Subject Matter or Specialty
2. Assessment Strategies
3. Methods and Curriculum
4. Understanding Diversity
5. State and National Education Priority
6. Use of Technology in Education

PDU activities may include, but are not limited to: additional coursework, professional conferences, publications, peer or student mentoring, site committees, action research and/or internships in business, industry or the professions related to the educator's assignment. It is the responsibility of the licensed employee to track his or her own PDUs. A "Professional Activities Log" tracking form is provided in this handbook for your convenience.

To assure you are prepared for licensure renewal, you should do the following:

1. Contact your administrator to develop your plan.
2. Retain notes, registrations, agendas or other documentation of PDU activities to share with your administrator at scheduled reviews or at the next license renewal time.
3. Have your administrator and the HR Department verify completion of your CPD plan and PDU units on the TSPC Professional Educational Experience Report (PEER) form, which reports employment, at your next license renewal.
4. Always include your plan to earn PDUs in your annual NWRES D Professional Growth Plan.

The PDU requirement will be phased in over five years. When fully implemented, educators holding the Basic or Initial licenses will need 75 PDUs for a three-year renewal, and educators holding Standard or Continuing Licenses will need 125 PDUs for each five-year renewal.

Potential Ways to Earn PDUs:

College Course Work*	1 quarter credit = 20 hrs PDUs 1 semester credit = 30 hrs PDUs
Committee work	1 hour of time = 1 hr PDU
Portfolio/Documentation** Action Research Analysis of Instruction Study Group Reflective Journal Peer Coaching Trainer/Presenter	Up to 30 hours of PDUs per year
Professional Activities Publication Mentor Professional Teaching/Presentations Professional Affiliation Activities	Up to 30 hours of PDUs per year 1 hour of time = 1 PDU
Unique program (approved by administrator)	1 hour of time = 1 hr PDU

****Please refer to college or university catalogs to determine quarter or semester hours.***

GLOSSARY OF TERMS

Contract Licensed Employee	A licensed employee who has successfully completed three years of continuous employment.
CPD Plans	Continuing Professional Development (CPD) Plans are a requirement for TSPC license renewal. (For complete details, See Form 3.0, pages 5-6, in the Appendix). CPD plans <i>may</i> be encompassed within your Professional Growth Plan, designed to meet both TSPC and NWRESD requirements.
Data	Any information gathered for the purpose of aiding in evaluation.
District Personnel File	The official employment file kept in the NWRESD Human Resources (HR) Department normally containing all materials submitted with original application, current licensure and licensed employee professional development and assessment forms.
Evaluation	Formal appraisal of licensed employee performance compared to job description and established standards.
Employee – See licensed employee	
Evaluation Cycle	An ongoing process including self-assessment, formative and summative assessment. The timelines and requirements for the evaluation vary according to licensed employee status (contract, or probationary/long term temporary)
Formal Observation	Visitation of a licensed employee in work setting by an administrator, complete with pre- and post-conference.
Formative Assessment	Self-directed, collegial, results-based process designed to enhance professional development. Within the formative process, each employee works collaboratively with colleagues and his/her administrator. The entire process is conducted by the employee and will result in documentation of enhanced performance. Employees participate in formative assessment for two years in each three-year cycle.
Informal Observation	Gathering of data relative to licensed employee job performance at any time through planned or spontaneous encounters with the employee. This data may be used in the summative assessment.
Job Description	Outline in general terms of the duties and responsibilities of a licensed employee.
Licensed Employee/Staff	Person employed by NWRESD who has direct responsibility for instruction, evaluation of students and or coordination of educational programs, and who is covered by the NWEA agreement. This employee is licensed by the State of Oregon.
Long-Term Temporary Licensed Employee	Any licensed employee who is employed to fill an open position expected to last more than 90 contract days, but less than 190 days. These employees are subject to provisions of the licensed contract agreement and the evaluation cycle described in this handbook.

NWEA	Northwest Education Association is the association affiliated with the Oregon Education Association and is the sole representative of NWRESD licensed employees as defined by the agreement.
Observation	Any instance during which an administrator or designated other enters a classroom or work site for the purpose of gathering data relative to employee job performance.
Performance Handbook for Licensed Employees	Document written, reviewed and distributed yearly by a committee of administrators and licensed employees for the purpose of explaining and clarifying licensed employee performance assessment within NWRESD.
Performance Standards/Rubrics	A list of expected levels of competence for licensed employees.
Probationary Licensed Employee	A licensed employee who has not yet achieved contract status. Licensed employees are on probationary status for three years after entering the district.
Professional Development Units (PDU's)	Additional academic and practical experiences as required by TSPC that lead to increased knowledge and skills related to the educator's assignment.
Professional Growth Goals	Set of goals included in the Professional Growth Plan and mutually agreed upon by a licensed employee and administrator by which the licensed employee intends to improve professional performance. (See page 9.)
Professional Growth Plan	A documented plan for personal professional growth. Each plan shall be designed to assist the employee to (1) Achieve district, state and national standards; (2) Keep current with the development and use of best practices; and (3) Develop ways to enhance learning for a diverse student body [OAR 584-090-0001]. Copies of the plan are filed in the district personnel file.
Program of Assistance for Improvement	A formalized program designed to aid a licensed employee (teacher as defined below) to improve performance, often referred to as Plan of Assistance or a POAI – (Program/Plan Of Assistance for Improvement). OAR 342.815 <ul style="list-style-type: none"> • “Program for improvement” means a written plan for a contract teacher that with reasonable specificity helps teachers adapt and improve to meet changing demands of the Oregon Educational Act for the 21st Century in ORS Chapter 329 if applicable. • Identifies specific deficiencies in the contract teacher’s conduct or performance • Sets forth corrective steps the contract teacher may pursue to overcome or correct the deficiencies

Self-Assessment	A process in any evaluation cycle in which a licensed employee compares personal performance with performance standards, job description and previous annual summaries and prepares proposed goals.
Substitute	A licensed employee who “substitutes” for a probationary or contract employee who is temporarily absent from an assigned position. A substitute is paid at a daily rate as determined by the Board of Directors. There are rates established for substitute assignments 10 days or less and a higher rate for assignments greater than 10 days. Substitutes are not covered by the licensed contract agreement or the process delineated in this handbook.
Summative Assessment	More elaborate than formative assessment, summative assessment consists of administrator review and assessment of all aspects of performance as outlined in the Performance Standards. A contract employee participates in summative assessment one out of every three years. Probationary employees participate in summative assessment annually until reaching contract status.
Teacher	As used in Oregon Revised Statutes, “teacher” includes all licensed employees in public schools or education service districts – teachers, personnel specialists, and administrators.
Temporary Licensed Employee	Any licensed employee who is employed to fill an open position expected to last less than 90 days. These employees are not covered by the licensed contract agreement or the evaluation cycle described in this handbook.
TSPC	Teacher Standards and Practices Commission. The governing body responsible for the educator licensing system in the state of Oregon.
Working Personnel File	An employee’s unofficial file held by the employee’s administrator. It normally contains copies of Professional Growth Plans, evaluations, working notes, and data gathered to aid in the preparation of the annual evaluation.

WEB RESOURCES

Northwest Regional Education Service District	http://www.nwresd.k12.or.us
NWRESD Performance Handbook for Licensed Employees	http://www.nwresd.k12.or.us Choose either the Human Resources link or the NWRESD Staff link
2003-2005 NWEA Contract	http://www.nwresd.k12.or.us/quicklinks/staff/licensed_staff.html Choose the link to 2003-05 NWEA Contract
Teacher Standards and Practices Commission (TSPC)	http://www.tspc.state.or.us/
“Continuing Professional Development for Licensure Renewal” publication by TSPC	http://www.tspc.state.or.us/pub.asp?id=16
Oregon Department of Education	http://www.ode.state.or.us/
Oregon Administrative Rules (OAR)	http://arcweb.sos.state.or.us/banners/rules.htm
Oregon Administrative Rules regarding TSPC	http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_tofc.html
Oregon Revised Statutes (ORS)	http://www.leg.state.or.us/ors/342.html
Oregon Public Education Network (OPEN)	http://www.open.k12.or.us/

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