

2022-2023 GAPS Licensed Educator Evaluation Handbook



This handbook is to provide you with information about the licensed evaluation process with Greater Albany Public Schools. The information contained in the handbook is presented as a matter of orientation only and its contents should in no way be construed as a contract; it is simply a guide. It is not intended to replace the laws, board policies, administrative rules, or negotiated agreements in the district. If you have questions that are not answered in this handbook, please contact your administrator or the Human Resources Department.

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Introduction

The primary purpose of the Greater Albany Public Schools Educator Evaluation System is to improve student learning. This handbook is intended to provide the structure for licensed staff to improve their professional practice and responsibilities through a reflective professional evaluation process. The process is also designed to encourage more meaningful conversations around student learning and growth, and it relies on the premise that all education professionals are committed to improving their performance and elevating the profession through reflection, collaboration, and regular feedback. The emphasis of the evaluation system is professional growth, where employees are empowered to be self-directed.

Oregon law requires that districts have in place evaluation systems that are rigorous and that are designed to support professional growth, accountability, and student learning and growth. To ensure such systems, the following criteria are essential:

1. **Standards of Professional Practice:** The state adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards that define what teachers and administrators should know and be able to do to ensure that every student is ready for college, careers, and engaged citizenship in today's world.
2. **Differentiated Performance Levels:** Teacher and administrator performance on the standards of professional practice are measured on four (4) performance levels. ODE will provide districts approved research-based rubrics aligned to the state adopted standards.
3. **Multiple Measures:** Multiple sources of data are used to measure teacher and administrator performance on the standards of professional practice. Evaluators look at evidence from three categories: professional practice, professional responsibilities, and student learning and growth.
4. **Evaluation and Professional Growth Cycle:** Teachers and administrators are evaluated on a regular cycle of continuous improvement that includes self-reflection, goal setting, observations, formative assessment, and summative evaluation.
5. **Aligned Professional Learning:** Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's or administrator's evaluation and their need for professional growth.

According to The Oregon Framework for Teacher and Administrator Evaluation and Support Systems (2013), "Effective teachers in the state of Oregon have the essential knowledge, critical dispositions and performances needed to promote the success of every student through high expectations, challenging learning experiences, a deep understanding of the content, effective instructional practice, and professional responsibility."

GAPS Licensed Evaluation Process

Probationary 1,2,3 and Contract Formal Year	Contract Informal Year
Self Assessment & Goal Setting	Self Assessment & Goal Setting
Four Formal Observations / Formative Feedback (Sept.-April) <i>Note: It is expected that probationary teachers will have one formal observation during September and a second by November 15 of each year. (Article 4.2, 2017-2019 CBA)</i>	One Formal Observation / Formative Feedback (Sept.-April)
Mid-Year Review of Professional and Student Learning & Growth Goals	Mid-Year Review of Professional and Student Learning & Growth Goals
Notify Staff/Board Approval to Renew/Extend Contract By March 15 <i>Note: If the basis for placing a teacher on a plan of assistance, or making a recommendation for non-renewal or non-extension is classroom performance, a minimum of three formal observations must be conducted prior to the recommendation. (Article 4.3, 2017-2019 CBA)</i>	
Summative Evaluation By May 15th	Summative Evaluation By May 15th

**NOTE: A “formal” observation means an observation by a licensed administrator lasting minimum of 20 minutes and followed by feedback to the teacher in a timely manner.”
(Article 4, 2017-2019 CBA)**

Timeline	Educator Evaluation Timeline
September	Self Assessment • Submit electronically to the evaluator
October	Initial Professional Growth Conference • Discuss Self-Assessment of Teacher/Counselor Rubric Worksheet • Discuss potential Professional Growth Goals and Student Growth Goals • Discuss PDUs for License Renewal (if applicable) Professional Growth Goal and Student Growth Goals Finalized • Submit electronically to the evaluator
September - January	Formal Observations - Phase One • Minimum of 2 Formal Observations completed (for a combined minimum of 4 Observations annually) • Each a minimum of 20 minutes in length • All Formal Observations require written feedback • At least 1 Formal Observation during this phase should be followed by a face-to- face conference to discuss feedback <i>Note: It is expected that probationary teachers will have one formal observation during September and a second by November 15 of each year. (Article 4.2, 2017-2019 CBA)</i>
January - February	Interim Professional Growth Conference • Review progress toward Professional Growth Goal and Student Growth Goals • Discuss additional support needed to meet Professional Growth Goal
February	Recommendation for Board Action • HR Recommendations submitted for renewal/non-renewal for Probationary teachers and extension/non-extension for Contract Teachers
February - May	Formal Observations - Phase Two • Minimum of 2 Formal Observations completed (for a combined minimum of 4 Observations annually) • Each a minimum of 20 minutes in length • All Formal Observations require written feedback • At least 1 Formal Observation during this phase should be followed by a face-to- face conference to discuss feedback
By May 15th	Summative Evaluation and/or Professional Growth Conference • Review evidence of growth in Effective Practice • Discuss Summative Evaluation • Discuss End of Year Data for Student Growth Goals • Discuss Reflection on Results • Discuss Professional Growth Goal Plan implications • Discuss PDUs for License Renewal (if applicable)

Start of Year

Licensed Staff Self-Assessment

At the beginning of each school year, all educators must complete a self-assessment using the appropriate educator evaluation rubric specific to their assignment. This allows teachers to reflect on their professional practices and responsibilities. Self-reflection should help guide the development of the educator's Professional Growth Goal as well as their professional learning. The self-assessment must be submitted to the evaluator prior to the Initial Professional Growth Conference.

Rubrics for each licensed evaluation type are linked below:

Certified Evaluations

- Teacher
- ELD Teacher
- SPED Teacher
- Reading / Literacy Teacher
- Counselor
- Speech Language Pathologist
- TOSA Evaluation
- Dean of Students
- Instructional Coach
- School Nurse
- Librarian

During the Year

Initial Professional Growth Conference

During the Initial Professional Growth Goal and Student Learning and Growth Goals Conference, the educator meets with their evaluator to discuss the educator's self-assessment, focusing on strengths and opportunities for growth. At this time, the evaluator and educator also collaborate on a Professional Growth Goal (PGG) as well as potential Student Learning and Growth Goals (SLGG). If applicable, the evaluator and educator also discuss PDU requirements for license renewal.

All educators, in collaboration with their administrator, must complete two Student Learning and Growth Goals each school year. Goals will be written in a SMART goal format. These should be focused goals that span the entire length of the selected course. Goals will include measures to be used that come from the following categories:

Categories of Measures for SLG Goals

- Statewide Assessments
 - SMARTER Balanced
 - OAKS Extended Assessments
 - Science Assessment
 - Social Sciences Assessment
 - ELPA
- Other Assessments
 - Commercially developed assessments that include pre- and post-measures
 - Locally developed assessments that include pre-and post-measures
 - Results from proficiency-based assessment systems
 - Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance
- Other Non-Academic Measures
 - Attendance Rates
 - 9th Grade On-Track
 - Graduation Rates
 - Behavioral Data

Student Learning and Growth Goals Overview

Oregon's educator evaluation system requires the use of multiple measures of performance, including evidence of professional practice, professional responsibilities, and impact on student learning and growth. In order to measure teachers' contribution to student academic progress at the classroom level Oregon is using the Student Learning and Growth (SLG) goal process.

What are Student Learning and Growth Goals (SLGG)?

SLG goals are detailed, measurable goals for student learning and growth developed collaboratively by educators and their evaluators. They are based on student learning needs identified by a review of students' baseline skills. SLG goals are aligned to standards and clearly describe specific learning targets students are expected to meet. Goals are rigorous, yet

Attainable.

SLG goals are growth goals, not achievement goals. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on how students are performing at the start of the course/class. SLG goals define which students and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period, and why a specific level of growth has been set for students.

Who should set SLG goals?

All teachers and administrators, as defined in state statute (ORS 342.815 & ORS 342.856), must use the new educator evaluation system requirements described in the Oregon Framework (SB290/ESEA waiver). This includes all Teacher Standards and Practices Commission (TSPC) licensed educators.

Who is included in a goal?

An individual SLG goal that is focused on a group of students must include all students in that group. Within the course or class for which the goal is written, particular students or groups of students may not be excluded. Students with disabilities and English Learners or Talented and Gifted students within that course or class must be included in the SLG goal. It is advisable to set tiered targets according to students' starting points because students may begin at varying levels of preparedness.

How are SLG goals measured?

Selecting and/or developing assessments may be one of the most important steps in the SLG goal process. These measures enable educators to determine growth toward and attainment of the SLG goal. Measures include the Oregon state assessment for ELA and Math as well as both commercially developed and locally developed assessments.

All assessments must be aligned to state or national standards and meet criteria to ensure quality. Valid assessments measure what they are designed to measure. Reliable assessments are those that produce accurate and consistent results.

Required Components for Student Learning and Growth Goals

1. **Content Standards/Skills** - A clear statement of the relevant content and skills students should know or be able to do at the end of the course/class. These should be specific state or national standards (a statement such as "Common Core State Standards in Math" is not specific enough). Includes a rationale for the importance of the selected content/standards.

2. **Context/Students** - Description of the demographics and learning needs of all students in the class or course. This should include as relevant: the number of students and their gender, race/ethnicity, socioeconomic status, and any students with diverse learning needs (e.g., EL, IEP, 504 plans). For those educators who do not meet with students on a regular basis, including contact time (e.g., one 50 minute period per day, two 90 minute blocks per week,

etc.) provides additional context for the goals developed by the educator.

3. **Assessments** - Describes how student learning and growth will be measured. In Oregon, two categories of assessments are used for SLG goals. Assessments must be aligned to state or national standards and meet state criteria.

4. **Baseline Data** - Provides information about the students' current performance at the start of course/class. It is generally the most recent data available and can include the prior year's assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-test, or other evidence of students' learning. Determine students' strengths and areas of weaknesses that inform the goal. Data is attached to the goal template.

5. **Student Learning and Growth Goal (Targets)** - Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable. The target can be tiered for specific students in the class/course to allow all students to demonstrate growth. Includes a rationale for the expected growth and how the target is appropriate and rigorous for students.

6. **Rationale** - Provides a detailed description of the reasons for selecting this specific area for a goal. Includes a discussion of baseline data as well as current practice within the school and/or classroom.

7. **Strategies** - Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress.

8. **Professional Learning and Support** – Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals. Self-reflection and identification of professional learning needs can help focus efforts to provide meaningful professional learning opportunities to educators.

SMART Goal Guidelines

Typical SMART Goal format: Percentage of [student group] scoring proficient and higher in [content area] will increase from [current reality %] to [goal %] by the end of [month or quarter] as measured by [assessment tool] administered on [specific date – two consecutive day].

Example: Percentage of grade 6 students scoring proficient and higher in writing will increase from 13% to 58% by October 30 as measured by a teacher-created writing prompt assessment administered on October 30 or 31.

SMART Goal #1:

Percentage of _____ scoring at proficiency or higher in _____ will increase from _____% to _____% by the end of _____ as measured by _____ administered _____.

Examples:

Not a SMART goal:

- Students will improve their writing skills in English 10. *Does not identify a measurement or time frame. The “trend” is not measurable.*
- Fifth grade students will improve mathematical modeling in algebraic relationships as measured by fifth grade common formative assessments. *Does not identify time frame or the quantifiable numbers for improvement. What is the trend?*
- As measured by the 8th grade common formative assessment for writing organization, 8th grade students will improve their organization by 50% during the 2018-2019 school year. *Does not identify the trend data or proficiency level.*

Student Learning & Growth Goals (SLGGs)

Below are suggested steps in using the tools and documents in this evaluation booklet.

1. Read the explanation below regarding the criteria for Student Learning and Growth Goals from the Oregon Framework for Teacher and Administrator Evaluation and Support Systems. We must follow these criteria.

Student Learning and Growth: Evidence of teachers’ contribution to student learning and growth. Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment (see table on page 19). They also specify what evidence will be provided to document progress on each goal.

a) All teachers will use measures that are valid representations of student learning standards, based on what is most appropriate for the curriculum and students they teach.

b) Teachers who are responsible for student learning in tested subjects and grades (i.e. ELA and mathematics in grades 3-8, 11) will have the option to use state assessments as one measure.

1. Assess your students.
2. Write SMART (Specific, Measurable, Appropriate, Realistic, Time-bound) goals.
3. Complete SLGGs in electronic evaluation system.
4. Meet with your administrator/evaluator to review your SLGGs.
5. Assess and collect evidence supporting the SLGGs.
6. Meet mid-course (mid-year) with your administrator/evaluator and make adjustments as necessary to meet your three goals (PGG and SLGGs).
7. Continue assessing and collecting evidence supporting the goals.

8. Meet with administrator/evaluator for summative review.

Professional Growth Goal

Below are suggested steps in using the tools and documents in this evaluation booklet.

SELF ASSESSMENT

1. Review domains 1, 2, 3, 4, and 5 on the Teacher Evaluation Rubric (adopted from Kim Marshall). Self-assess in all of the 5 domains by logging on to Frontline Professional Growth and clicking on the appropriate level (Highly Effective, Effective, Area to Strengthen, and Does Not Meet Standards) on the document.
2. Meet with your administrator and review scores on self-assessment.
3. If the teacher and administrator disagree on the scores, then they discuss and collaboratively resolve the disagreement. Possible next steps are: use the rubric as a framework (for example, explicitly define the words in the rubric) and/or the teacher can support their position by providing additional evidence.

PROFESSIONAL GROWTH GOAL CONFERENCE

1. Collaborate with your evaluator to write your SMART goal (on evaluation years for contract teachers/each year for probationary teachers).

NOTE: If you are in Year 1 of the cycle, you may choose to write a two-year long goal. If you are in Year 2 of the cycle and did not write a two-year goal in Year 1, you must write a one year long goal.

2. Assess and collect evidence supporting the PGG throughout the year.
3. Meet mid-course (mid-year) with your administrator/evaluator and make adjustments as necessary to meet your three goals.
4. Continue assessing and collecting evidence supporting the goals.
5. Meet with administrator/evaluator for summative review.

Examples of Professional Growth Goals: Projects/Strategies/Activities

The activities listed here are not exclusive. Teachers are encouraged to choose meaningful professional growth activities that are relevant to their work and will make a difference in their teaching. These should be chosen based on each individual's evaluation rubric and goals. Activities listed below are meant to be suggestions and examples of potential activities. Administrator approval is required to make sure your idea helps support your professional growth.

Action Research Project

Definition: Action research is a process conducted in the classroom to improve student performance. It allows a teacher (or team of teachers) to explore new teaching 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.

Example: A team of teachers wants to research effective ways to teach writing. The team decides on different writing instructional strategies and how performance data will be collected, analyzed, and shared. This could be a school-based project or an activity that involves teachers from several different schools.

Suggestions: The major components of action research include:

- Identifying a research question regarding teaching and learning that applies to the outcome of student achievement.
- Developing a research plan that includes data to be collected, and how they will be collected and analyzed. A timeline is helpful as well.
- While data are being collected, it is recommended teachers keep a reflective journal of the project.
- Sharing the findings with other audiences.

Book Study

Definition: A book study can occur either with a small group of teachers or a teacher can do a book study alone. The Curriculum, Instruction, and Assessment Dept. (CIA) at the District Office has a number of excellent sets of books that can be borrowed for a book study. Books may be selected from other sources as well.

Example: A group of teachers (or an individual teacher) decides they want to learn more about differentiation by reading an excellent book on the topic. They meet once a month to discuss chapters of the book and how they are applying what they are learning.

Suggestions: Contact the Curriculum, Instruction, and Assessment Dept. (CIA) for more information

about books the district has available. The books cover a wide variety of subjects and topics. Other great resources for educational books are Corwin Press (www.corwinpress.com), Rowman Education (www.rowmaneducation.com), ASCD (www.ascd.org), and Heinemann Press (www.heinemann.com).

Curriculum Audit

Definition: A curriculum audit is a way to have experts from outside your school building observe your classroom and sit down with you to analyze what you are teaching and how you are teaching it. Curriculum audits can be done alone or with a group of teachers. After the audit, you will have a deeper understanding of state standards and how to design curriculum that effectively meets those standards.

Example: A teacher at the secondary level requests a curriculum audit in how he/she is helping students access text. An expert in secondary reading strategies would meet with the teacher, observe instruction, model lessons, review curriculum, and then provide some concrete ideas and strategies on ways the teacher can support reading at the secondary level.

Suggestions: Curriculum audits can be done individually or with small groups of teachers. Teachers who are implementing a new curriculum can benefit greatly from a curriculum audit. Since audits are specific to content expertise, please contact TLC for a curriculum audit.

Curriculum Development

Definition: Curriculum development involves designing new curriculum or implementing curriculum that has been provided for the first time.

Example: A group of elementary teachers would like additional support for implementing the new reading adoption. They agree to meet monthly after school to share strategies they are using to implement the curriculum and share lesson plans they are developing.

Suggestions: Curriculum development can be done alone or in small groups. It is usually more effective in small groups because ideas and strategies can be shared. It is important to get expert advice and/or support when designing curriculum. Strong curriculum development should include a yearlong plan that is tightly aligned with state standards and assessments. Contact TLC for more information about this activity.

Graduate Coursework

Definition: Graduate coursework includes classes taken to obtain a master's degree, further your learning, or obtain an additional teaching endorsement.

Example: A teacher would like to add a reading endorsement to their teaching license and enrolls in a university to obtain this endorsement. Realizing this may be a several year project, he/she embarks on a multi-year journey. In addition to campus-based courses, there are now a variety of high-quality online courses that can be taken. Online courses provide the flexibility of learning without having to travel, and being able to learn on one's own time schedule.

Suggestions: When taking courses, teachers need to be sure to share their knowledge with colleagues and administrators. Graduate coursework can be extremely stimulating—especially when knowledge is shared with others and applied in classrooms. Teachers are encouraged to contact Human Resources regarding any tuition assistance that is available prior to enrolling in graduate coursework.

Technology

Definition: Any new technology (i.e., computer software, hardware, curriculum, or equipment) can fall into this category. Using new technology to improve student performance is definitely a learning process and many teachers have embarked on technology projects with great success.

Example: A teacher attends trainings and workshops in order to use the SMART Board more effectively to improve student performance. He/She then facilitates monthly staff trainings to share the knowledge gained.

Suggestions: Teachers should pick a technology about which they are excited or that they know other teachers have used successfully. All new technology innovations require training and time to implement. It may look cool and flashy, but there is a lot of hard work associated with any new technology. Teachers should have the interest, passion, and support necessary before embarking on a technology project. Many of them require additional funds which should be secured before the project is initiated.

Peer Mentoring: Providing Support to/with Colleagues

Definition: Peer mentoring is a powerful model to support teaching and learning. Peer mentoring under this definition implies a mutual relationship between peers that involves observing each other in the classroom while using the evaluation rubric, having conversations about what was observed, and making improvements based upon the conversations.

Example: Three teachers attend a Jo Robinson training and would like to see how effectively they are implementing the new strategies. They decide to meet once a month to talk about curriculum development and agree to observe each other once a month.

Suggestions: Peer mentoring under this model is completely informal. It is up to the teachers to arrange all of their interactions. It is important to have prior support of one's administrator for this professional growth activity.

Portfolio: Collection of Evidence

Definition: Portfolios or collections of evidence can be a powerful way to demonstrate what you have learned as a teacher.

Example: In order to obtain a National Board Certification, a collection of evidence must be created. This portfolio includes videorecording instruction among many other activities. A teacher who is developing a portfolio for a master's project, National Board Certification, or simply to document professional growth can use a collection of evidence to demonstrate mastery.

Suggestions: Since portfolios not only document what one has done as a teacher but also help guide future instruction, they can be very helpful projects. They can also be used by teachers to direct energy toward student success.

Professional Development, Activities, Workshops, and Conferences

Definition: Greater Albany Schools highly values professional development and strongly encourages teachers to pursue opportunities when they become available. The district offers many professional development opportunities in addition to workshops and conferences that occur throughout the state and nation.

Suggestions: Professional growth is most effective when it is connected to teacher interest and/or building and district goals. When determining professional development activities to

pursue, teachers should think about the areas of teaching in which they would like to grow. Building site plan or district goals should also be considered. Professional Development Activities, Workshops,

Videorecording Analysis

Definition: Videorecording doesn't have to be complex or threatening, and it can be very helpful for a teacher to observe their instruction. Videorecording can be done by small groups of teachers or individually.

Example: A single teacher can set up a video camera in the back of the classroom, hit "record," and then watch the tape privately at a later time. Students can also be trained to videorecord their teacher.

Suggestions: When watching a video, it is important to jot down a few notes or use the evaluation rubric to choose one or two things to improve, rather than be overwhelmed by several things observed.

Other

Teachers can create their own options for professional growth. The experience should be personally **RELEVANT** and **MEANINGFUL**.

Formal Observations

Evaluations will consist of a minimum of four (4) formal observations annually (Minimum of 20 minutes each). Each formal observation should include written feedback from the evaluator. It is best practice that a face-to-face conference to discuss the feedback takes place between the educator and evaluator after the formal observation.

NOTE: A "formal" observation means an observation by a licensed administrator lasting a minimum of 20 minutes and followed by feedback to the teacher in a timely manner."
(Article 4, 2017-2019 CBA)

Mid-Year Review

This meeting provides an opportunity for the educator to sit with their evaluator and discuss progress on Professional and Student Learning and Growth Goals. At this time, any additional support needed to meet the goals or any required adjustments in strategies can be discussed. Prior to this meeting, the educator must complete the Mid-Year Review form in the electronic evaluation system.

	Performance Level	Definitions of Performance as Applied to Standards of Professional Practice
1	Does Not Meet Standard	The performance is unacceptable and must improve significantly.
2	Area to Strengthen	The performance is satisfactory, but there are specific areas that can be improved.
3	Effective	The performance is strong and there are no apparent weaknesses.
4	Highly Effective	The teacher's skills in this content area are in the top 10% of their field and can serve as a model and example to other teachers. There must be significant evidence for the teacher to be ranked highly effective on a teaching standard.

End of Year

Artifacts

Throughout the course of a review year, all educators must compile evidence that demonstrates their effectiveness in line with the performance standards. These artifacts may be uploaded to Frontline Professional Growth.

Summative Evaluation Meeting

Evaluators will use a combination of the multiple measures (observations, artifacts, and goals) to complete the evaluation. The evaluator then meets with the educator to review and finalize the Summative Evaluation. At this time, all components of the evaluation should be discussed, as well as the educator's Professional Growth Goal.

Using the Summative Evaluation and year end goal form as a guide, the educator's professional growth plan implications for the following year can be discussed. This also provides an opportunity to discuss Professional Development Units (PDUs) for license renewal. Prior to this meeting, the educator must submit the summative form and all data associated with goals.

Scoring: Evaluation Score and SLGG Score

Final Evaluation Score:

- Average 3.6-4.0 = 4
- Average 2.81-3.59 = 3
- Average 1.99-2.8 = 2
- Average <1.99 = 1

SLGG Scoring Rubric

1	Less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. This category also applies when results are missing or incomplete.
2	70-86% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students.
3	87-90% of students met their target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
4	87-90% of students met their target(s). Approximately 25% of students exceeded their target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.

Improvement Cycle

Formal Observation De-brief

After an observation, the observing administrator may sit down with a teacher and discuss what was observed in the classroom. If the administrator notices some areas for improvement, he/she will discuss those with the teacher—usually to be checked during the next observation.

Letter of Expectations or Directed Goals

On occasion, an administrator will counsel a teacher if the teacher's performance is below the acceptable standard in one or more areas. The administrator initiates a conference about the directed goals and expectations outlined in the Letter of Expectation in consultation with the teacher and the Greater Albany Education Association (upon request by the teacher). NOTE: A copy of this document will be placed in the teacher's Working File (at the work site).

The Program of Assistance for Improvement

On occasion, an administrator will recommend a Program of Assistance for Improvement (POA) for an educator. Sometimes this is called a Plan of Assistance (POA). The administrator initiates the POA in consultation with the teacher and the Greater Albany Education Association (upon request by the teacher). The administrator initiates the recommendation based on evidence that an educator is not meeting the District's professional standards as outlined in this document. Any teacher recommended for non-extension of their contract must be placed on a POA. **NOTE: A copy of the signed Plan of Assistance will be placed in the teacher's Personnel File (at the District Office).**

The POA delineates one or more areas where the teacher's performance is consistently below the acceptable standard. The POA will then specify what the specific standard(s) is that needs to be met and outlines a detailed plan of support to help the teacher meet the standard(s). The POA requires a commitment of time and effort from both the teacher and the school District, as well as the possibility of some additional resources to be provided by the District. The POA will utilize a specific timeline along which the teacher will progress towards a specific completion Date.

The POA is successfully completed when the teacher consistently demonstrates quality professional performance in response to all indicators noted in the plan. Teachers in the Greater Albany Public School District are generally very successful in working with the POA.

The success of the POA is a result of professional partnership and high level commitment on the part of the following contributors:

- The individual teacher demonstrating a commitment to his or her own learning and quality professional standards.
- The leadership of the Greater Albany Education Association providing professional support for individual teachers and for high quality professional standards.
- The Greater Albany Public School District supporting the success of each faculty member through a generous commitment of resources for professional development.

Appendix

[Ethical Educator Expectations \(TSPC\)](#)

[Continuing Professional Development \(TSPC\)](#)