

PORTLAND SCHOOL DISTRICT

TEACHER
EVALUATION
PROCESS



PORTLAND PUBLIC SCHOOLS
501 N. Dixon Street, Portland, Oregon 97227

BOARD OF EDUCATION
POLICY STATEMENT
ON
TEACHER EVALUATION PROCESS

"A program of systematic evaluation of employee performance is essential, both for determining fitness for retention as a member of the staff, and as a basis for guidance and assistance in improving competencies and performance.

It is the expectation of the Board that new teachers will look upon the probationary years as a time when extensive development of teaching skills should occur and when the foundation for continuous growth should be established, and that each tenure teacher shall be continuously concerned with the evaluation of his own performance, with continuous professional growth, and with the increasingly effective use of all District instructional resources. Administrative evaluations shall reflect high standards of expectation for teacher performance. In keeping with the State law which empowers the Board to dismiss a probationary teacher for reasons it deems in good faith, sufficient, it shall not be required of administrators that they prove incompetence when not recommending a probationary teacher or a subsequent contract. Teachers whose competence and performance do not, in the judgment of the administrative staff, meet the District's standards shall not be recommended for permanent status.

Effective July 1, 1980, the Performance Standards for District teachers and the Evaluation Process with respect to their services shall be governed by this policy and the "Portland School District Teacher Evaluation Process" described in Board Resolution No. X8508 adopted September 22, 1980, as thereafter amended from time to time. The Performance Standards described therein are subject to amendment only by the Board. The remaining sections, exclusive of the "Job Descriptions," but including all procedural steps described therein, are adopted by the Board, but are subject to amendment from time to time on the authority of the Superintendent. The content of the "Job Descriptions" (with the exception of that for the Superintendent) are established on the authority of the Superintendent and are subject to amendment on that authority from time to time.

The Superintendent shall supplement the Portland School District Teacher Evaluation Process booklet, above-described, with appropriate administrative directives and regulations as deemed necessary to implement the process."

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GENERAL EFFECT OF STATUS OF ADOPTED EVALUATION PROCESS

This booklet sets forth the process to be used in evaluating the performance of teachers employed by Portland Public Schools. This process has been developed and shall be implemented in compliance with the requirements of ORS 342.850, as amended by Chapter 598, Oregon Laws, 1979 (Senate Bill 354).

PURPOSE OF EVALUATION

The goal of evaluation is to improve the quality of instruction being provided to students of Portland Public Schools. The evaluation process is the fundamental basis used to identify exceptional performance, areas where performance can and should be improved, and marginal and substandard performance.

Persons involved in the evaluation process have a common goal of improvement of instruction and in the maintenance of standards for professional performance. The process of evaluation is most effective when both the teacher and the evaluator assume a major role and responsibility in the process. This is achieved through a cooperative effort which involves self-analysis by the teacher and objective observations and recommendations by the evaluator.

PROCEDURAL STEPS

The procedural steps in this evaluation process are intended to describe the annual cycle or cycles for evaluation of all permanent, probationary and temporary teachers and the system of more intense supervision is designed to focus on needed improvements because of marginal or substandard performance. The annual cycle will be typical for teachers and the more intensive supervisory procedures will be typical for those in need of such supervision. The performance of a teacher's function is continuous and, therefore, evaluation is necessarily a continuous ongoing process. With respect to an individual teacher, a dramatic event may occur or intervene presenting an identified need justifying an immediate decision to recommend non-renewal or dismissal. This could require variance from, or repetition of, portions of the cycle or make it unnecessary to complete the remaining portions of the cycle or some or all of the typical steps in the intensive evaluation process including any plan of assistance. In addition, if

a new significant identified need occurs after the annual cycle, the cycle can be modified to respond to the need. Principals will need to determine when such events have occurred justifying a variance from the procedures described herein. Incidental and daily monitoring of teachers can occur throughout the school year.

PROBATIONARY AND TEMPORARY TEACHERS

Nothing in the evaluation process prescribed in this booklet shall be interpreted as limiting the authority of the School Board to non-renew or discharge probationary or temporary teachers pursuant to the discretion delegated by law.

TRANSITION PROVISION

The evaluation process described in this booklet shall become effective July 1, 1980. Nothing herein, however, shall invalidate or reduce the effectiveness of evaluations performed prior to July 1, 1980 or modify the standards of performance applicable prior to the date. Should evaluations performed after July 1, 1980 take into account prior events or performance, the standards of performance in effect at the time of such prior events, as well as the standards set forth in this booklet, shall be considered.

PROCEDURES FOR TEACHER EVALUATION

A. DISTRIBUTION OF MATERIALS. At the beginning of the school year, the principal or supervisor shall place in teachers' boxes or, in the absence thereof, otherwise make available a copy of this booklet on teacher evaluation to each teacher. As modifications or amendments of this booklet are received by the building or as newly elected teachers arrive, a similar distribution process shall be followed. A supply of this booklet and such modifications or amendments shall be maintained in the office of the principal or supervisor for teachers seeking copies.

B. PRE-EVALUATION INTERVIEWS. Prior to the commencement of formal observations by the principal or supervisor, the principal or supervisor and teacher will meet in a pre-evaluation interview. If such has not been done at a general orientation meeting or individual session attended by the teacher, then during such interview, the material pertaining to the evaluation process will be reviewed. Applicable performance goals (generally one to five goals) will be established in such pre-evaluation interview and thereafter as appropriate.

C. OBSERVATIONS. There shall be at least one prescheduled observation for permanent teachers each year and at least three prescheduled observations for probationary teachers each year. Additional scheduled or nonscheduled observations may be conducted as determined by the principal or supervisor, however, an unusually extensive number of observations should coincide with the use of a plan of assistance. Formal observations are intended to be a part of the scheduled evaluation cycle.

D. POST-OBSERVATION CONFERENCE. The teacher may request a post-observation conference after each prescheduled observation. There shall be at least one post-observation conference prior to the completion of the required minimum formal evaluation reports described below. The purpose of this meeting will be to review the summary comments made by the evaluator and to provide such information to the teacher in a timely fashion. This should include any oral or written suggestions or directives for improvement or change or commendations for exemplary performance then or previously given.

E. EVALUATION INTERVIEW. Prior to the due date of the required minimum formal evaluation reports described below, there shall be an evaluation interview. Issues addressed may be the same as or in addition to those that were discussed in the post-observation conference. At this time, the teacher will be given a copy of the formal evaluation report which contains suggestions, directions, or commendations and the contents will be reviewed with the teacher by the principal or supervisor. A supervisor may mark the report that a teacher meets minimum standards in an area and still comment on needed improvement. When the form is marked "does not meet minimum standards" that indicates that the performance in that area is judged by the evaluator to be substandard. The teacher shall be available for such interview and shall sign a copy of the evaluation report at that time to signify receipt thereof. The teacher is entitled then or thereafter to make additional statements as provided by ORS 342.850. Administrative Regulation 500.81 (5) further provides:

"If in the course of the formal conference on the written evaluation, either the teacher or administrator believes that the nature of the conference makes the presence of an objective observer appropriate, the conference may be postponed until the presence of a mutually selected, nonparticipating observer from the school staff is arranged.

In the event no observer is mutually acceptable from the school staff, then one may be mutually selected from the District staff. The opportunity to select and request an observer shall not delay the evaluation conference more than two working days."

F. PLAN OF ASSISTANCE. A plan of assistance is a formal process of more intense supervision and assistance designed to focus on needed improvements with respect to the District's Performance Standards. Normally the process is initiated by the principal or supervisor at the time of the evaluation interview unless a significant need is identified earlier.

The determination of whether a plan of assistance is needed is based on the District's requirements. Since teachers may be reassigned into different situations and responsibilities, it is necessary that no specific limit is placed on the number or frequency of plans of assistance. On the other hand, initiation or continuation of a plan is not required when such would not materially affect the need for the services of the teacher. Thus, if the improvement sought by the plan would occur when the teacher would not be employed, the plan need not be initiated or continued. The following are examples:

1. When, so far as it appears, the teacher will not be reemployed (e.g., temporary teachers completing the year for a regular teacher who will return in the ensuing year); or
2. When the teacher is to be dismissed or laid off by reason of abolishment of position or reduction in staff.

The plan of assistance shall include a description of any deficiencies found which are to be addressed by the plan. It will also include the specific desired improvement in performance that the teacher is expected to achieve and the specific actions that the teacher should take in order to attain the desired improvement. The teacher will be provided reasonable time to demonstrate improvement.

G. NON-CLASSROOM ASSIGNMENTS. If the job assignment of a teacher includes a majority of time or a specific segment of time spent in activities other than direct classroom instruction, the procedures for classroom observations will not apply thereto, but other arrangements for general observations of the same minimum numbers and guidelines shall be made and the foregoing processes shall be applied as applicable.

H. EVALUATION REPORTS. A formal evaluation report shall be made with respect to permanent teachers at least every other year by May 1 of the applicable year. The District plans by the 1981-82 school year to have implemented a schedule for evaluating permanent teachers every other year as a routine. (Any permanent teacher who transfers to another school or has his/her assignment substantially changed will be evaluated that year. More frequent evaluations may occur when a significant need exists.) The 1980-81 school year is being used by the District to move into such a routine evaluation schedule. Permanent teachers will be notified at

the beginning of the 80-81 year as to their individual status in this schedule. Formal evaluation reports regarding probationary teachers shall be completed at least twice each year, by December 6 and March 1. At least every other year for permanent teachers and at least once each year for probationary teachers, such formal evaluation reports shall include completion of the State Board of Education form. Such evaluations and additional formal evaluations may also utilize the special District form at the discretion of the principal or supervisor. Both forms are included in the Appendix to this booklet.

I. SUGGESTIONS AND DIRECTIVES. The principal or supervisor is encouraged to provide other written or oral suggestions or directives for improvement or change as the occasion arises.

PERFORMANCE STANDARDS

The following performance standards shall apply to teachers. In some cases, the standard is set forth followed by indicators (in italics) which are notable examples of the general behavior required. The listed indicators are not intended to be exclusive or exhaustive.

A. THE COMPETENT TEACHER. The competent teacher demonstrates a commitment to:

1. Recognize the worth and dignity of all persons;
2. Encourage scholarship;
3. Promote democratic citizenship;
4. Raise educational standards; and
5. Uses professional judgment.

B. CURRICULUM AND INSTRUCTION.

1. The competent teacher measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent teacher stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.

2. The competent teacher demonstrates:

a. Use of state and district adopted curriculum and goals by:

- (1) *explaining the relationship between instructional activities and the adopted district and course goals;*
- (2) *following a planned course statement for each course taught;*
- (3) *preparing lesson plans consistent with course goals; and*
- (4) *implementing learning activities and assessment procedures.*

- b. Skill in setting instructional goals expressed as learning outcomes by:
 - (1) *showing skill in goal writing;*
 - (2) *developing appropriate group and individual instructional activities; and*
 - (3) *determining the degree to which students reach goals.*
- c. Use of current subject matter appropriate to the individual needs of students by:
 - (1) *developing curriculum and setting goals within the ability of individual students;*
 - (2) *developing learning goals with students based on individual student needs; and*
 - (3) *clearly differentiating learning goals based on individual student needs.*
- d. Use of the students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available by:
 - (1) *using knowledge of specific student needs in determining individual programs; and*
 - (2) *recognizing individual needs and adapting to student growth during the year.*
- e. Skill in the selection and use of teaching techniques conducive to student learning by:
 - (1) *using evaluation materials to identify individual instruction needs;*
 - (2) *providing a variety of instructional procedures designed to meet individual student needs; and*
 - (3) *utilizing appropriate instructional resources.*

C. SUPERVISION AND EVALUATION.

1. The competent teacher is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent teacher assumes responsibility for the activities planned and conducted through the district's program, and assists colleagues to do the same. The competent teacher gathers relevant information and uses it in the planning and evaluation of instructional activities.

2. The competent teacher demonstrates:

- a. Ways to assess progress of individual students by:
 - (1) *maintaining a record-keeping system which will include:*
 - a. *pretest data on each goal.*
 - b. *post-test data on each goal.*
 - c. *general comments.*
 - d. *instructional progress.*
 - (2) *using goal-relevant instruments.*

- b. Skill in the use of assessment data to assist individual student growth by:
 - (1) *maintaining a plan for alleviating student learning weaknesses and strengthening/developing skills; and*
 - (2) *appropriately interpreting individual student assessment data.*
- c. Procedures for evaluating curriculum and instructional goals and practices by:
 - (1) *monitoring student learning outcomes.*
- d. Skill in the supervision of students by:
 - (1) *interacting in a consistent manner;*
 - (2) *respecting students' individual rights; and*
 - (3) *providing positive verbal and nonverbal feedback.*

D. MANAGEMENT SKILLS.

1. The competent teacher is a person who understands students and is able to relate to them in constructive ways. The competent teacher establishes and maintains good rapport. The competent teacher maintains and uses records as required and as needed to assist the growth of students.

2. The competent teacher demonstrates skills in:

- a. Establishing and maintaining classroom management that is conducive to learning by:
 - (1) *respecting student opinions;*
 - (2) *exhibiting positive verbal and nonverbal influence on students;*
 - (3) *providing an atmosphere in which students remain on task and are expected to reach course goals;*
 - (4) *providing information about and enforcement of conduct standards; and*
 - (5) *regularly monitoring student learning procedures.*
- b. Using and maintaining district property, equipment and materials appropriately by:
 - (1) *demonstrating and encouraging respect for public property; and*
 - (2) *instructing students in proper use of equipment and materials.*
- c. Using and maintaining student records as required by district policies and procedures by:
 - (1) *demonstrating the use of district policies regarding the use of student records.*
- d. Using district and school business and financial procedures by:
 - (1) *following prescribed procedures in using and recording district funds.*
- e. Using district and school rules and regulations by:

- (1) *knowing building and district rules and regulations;*
- (2) *observing the spirit and intent of rules and regulations of the school and district;*
- (3) *exhibiting consistent application of rules and regulations;*
and
- (4) *requiring student compliance with and enforcing school rules.*

E. HUMAN RELATIONS AND COMMUNICATIONS.

1. The competent teacher works effectively with others — students, staff, parents and patrons. The competent teacher is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent teacher can communicate with knowledge, clarity, and judgment about educational matters, the school and the needs of students.

2. The competent teacher demonstrates:

- a. Willingness to be flexible in working cooperatively with others by:
 - (1) *constructively managing professional differences;*
 - (2) *adjusting readily to emergency or changing conditions; and*
 - (3) *carrying an appropriate share of extra assignments.*
- b. Skill in communicating with students, staff, parents and other patrons by:
 - (1) *presenting clearly information in both oral and written form;*
and
 - (2) *conferring with parents regarding student instructional needs.*

F. THE ETHICAL TEACHER. The ethical teacher is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing, the ethical teacher considers the needs of the students, the district, and the profession.

1. The ethical teacher, in fulfilling obligations to the student, will:
 - a. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and family; and
 - b. Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues.
2. The ethical teacher, in fulfilling obligations to the district, will:
 - a. Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
 - b. Conduct professional business, including grievances, through established procedures;

- c. Strive for continued improvement and professional growth; and
 - d. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties.
3. The ethical teacher, in fulfilling obligations to the profession, will:
- a. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
 - b. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and
 - c. Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

G. MULTI-ETHNIC EDUCATION.

1. The competent teacher includes appropriate multi-ethnic themes in lesson plans and instruction, including historical or other information as to cultures having significant impact on the world, nation or community.

2. The competent teacher is aware of and appreciates cultural diversity and the importance of communication skills reflecting sensitivity to the feelings of all persons regardless of their race, color, religion, sex, age or national origin and does such preparation and takes such training as is necessary to develop such awareness and appreciation in herself or himself.

H. GENERAL STANDARDS. Generally, in all aspects of performance, teachers shall:

1. Perform competently and reasonably in accordance with all applicable federal and state laws and regulations, written Board policies (including collective bargaining agreements), regulations issued by the Superintendent, the teacher's current job description and performance goals and the authorized directives from supervisory authority.

2. Exhibit a high degree of responsibility and conduct themselves in a professional manner at all times, including the obligation to:

a. Use time during working hours, during time on authorized leave, for the intended purpose; and

b. Avoid misrepresenting the district by distinguishing between personal views and those of the district.

3. Perform all duties and responsibilities with reasonable care and at a level which is generally recognized in the profession (in the geographical area of Western Oregon) as reasonably adequate and efficient under similar circumstances.

4. With respect to probationary and temporary teachers, perform at a level which, in the judgment of the School Board, demonstrates that continued employment, renewal of contract or election to permanent status, as the case may be, is justified.

PERFORMANCE GOALS

Performance goals (targets) consist of specific commitments to improve performance of a teacher within a school, a classroom, or with an individual student. Goals relate to the teacher's assignment and the District's Performance Standards. Goals may also result from feedback after classroom observation, personal interests, previous evaluation, or from District and school handbooks for teachers. Goals may be shared by more than one teacher and the scope of their applicability may be to an individual student or to the entire District. Applicable performance goals will be established in the pre-evaluation interview and thereafter as appropriate. They are to be developed cooperatively between the teacher and the principal or supervisor; however, in the case of disagreement concerning the goal, final determination will be made by the principal or supervisor.

Each goal will contain the following:

1. The desired change in professional performance to be achieved.
2. The action to be taken to achieve the desired change.
3. A description of the resources needed.
4. The indicators to be used to assess whether or not the goal has been achieved.
5. A reasonable timeline for completion.

A goal may cover a period of time beyond the school year in which it is set. During the initial period of the first year of a probationary teacher's employment, the establishment of a goal(s) may not be required. However, as soon as areas in which performance can be improved are identified, the appropriate goal(s) should be established.

APPENDIX A

JOB DESCRIPTION

CLASSROOM TEACHER

DEFINITION

The classroom teacher performs under the supervision of a principal or other designated supervisors and has major responsibility for the instruction and supervision of students. Instruction of students shall include individual skill development, expansion of knowledge, and development of ability to reason. Supervision of students shall include guidance, development and safety. The classroom teacher functions in accordance with the established policies, rules, regulations and the performance standards of the district and the performance goals established for the teacher.

MAJOR DUTIES AND RESPONSIBILITIES

1. Identifies the needs of a group of students as well as individual students and provides for continuous assessment of their ability.
2. Develops lesson plans and instructional materials and performance goals in accordance with methods prescribed by the supervisor.
3. Provides instruction to students at appropriate levels in the subject matter(s) for which the teacher is assigned.
4. Instructs students appropriately in citizenship and interpersonal relationship, and responsibility.
5. Provides instruction, organization and management in the classroom which creates an environment conducive to learning.
6. Establishes, maintains and supports standards of personal conduct and discipline in accordance with the discipline policies and regulations of the district.
7. Evaluates the students' academic progress and social growth, maintains appropriate records, prepares reports and communicates with parents or guardians on the individual student's progress.
8. Supervises students both in and out of the classroom.

9. Maintains professional competence through participation in district provided inservice activities and/or self-selected professional growth activities related to their job responsibilities.
10. Initiates, plans and participates in parent conferences and other parental contact.
11. Participates in the assessment and planning of curriculum development and other programs to meet the needs of his/her assigned school.
12. Follows established curriculum programs.
13. May plan, coordinate and supervise classified employees who are assigned to assist the teacher.
14. Maintains effective communications with students, patrons and colleagues.
15. Performs other duties which may be assigned from time to time.

These responsibilities are subject to the terms and conditions of the teachers' collective bargaining agreement and other policies and regulations of the District.

**APPENDIX B
GOAL SETTING WORKSHEET**

Teacher _____ Evaluator _____

1. What desired change or outcome do you want to achieve? (Identify performance to be checked or acquired.)
2. What action will you take? (Specify the conditions.)
3. What resources will you need? (Examples: Time, materials, training, supervision, etc.)
4. What indicators will you use to assess achievement of the goal(s)?
5. When should the goal(s) be completed? (Timeline)

Goal(s)

1. Change or Outcome Desired: _____

2. Action: _____

3. Resources Needed: _____

4. Indicators: _____

5. Timeline: _____

**APPENDIX C
OBSERVATION FORM**

Teacher _____ Evaluator _____

Date and Time of Visit _____

Subject Taught _____

1. Objective(s) of the lesson:

2. Lesson plans, learnings, and/or procedure(s):

3. Teacher's plan to evaluate student achievement of objective(s):

4. Specific request for observation, e.g., skills, techniques, pupil interaction, etc.:

5. Other information necessary or pertinent to understanding of the lesson:

**APPENDIX D
POST-OBSERVATION FORM**

Teacher _____ Evaluator _____

Date and Time of Observation _____

Subject Taught _____

1. Type of data collection used:

2. Lesson analysis:

3. Conclusions discussed:

4. Plans for next observation:

5. Date and time of next observation, if appropriate:

**APPENDIX E
PLAN OF ASSISTANCE**

Teacher

Date

1. A description of the deficiency which is to be addressed by the Plan of Assistance:

2. A description of the improvement in performance that the teacher is expected to achieve:

3. A plan for achieving the desired performance improvement:

4. A description of resources to be used and assistance to be provided by the District:

5. The plan shall contain a reasonable timeline for completion and include a schedule for assessing progress towards achieving improvement in performance. The date by which the plan must be completed:

Principal/Supervisor

APPENDIX F

Complete in triplicate:
White Copy for Personnel
Yellow Copy for Teacher
Pink Copy for Principal

_____ School District No. _____
_____ Oregon

TEACHER EVALUATION

Name _____ Employee Status _____
Assignment _____ School _____

General Instructions: This evaluation is based on the individual's performance goals, job description, and performance standards. Use the reverse side or additional pages as needed.

1. In what ways has the teacher met, failed to meet, or exceeded the performance standards, performance goals and teaching responsibilities?

2. In what areas has the teacher shown development and growth in the teaching profession?

3. In what specific areas does the teacher need to demonstrate additional development and growth?

4. Supervisor's recommendations: Continuation of Employment
Comments: Termination of Employment
 Other _____

5. Teacher's response, if desired, as provided by law. (See reverse side for ORS 342.850(6))

6. The following attachments are a part of this report:

This is to certify that we have read and discussed the above report.

Teacher's Signature

Date

Supervisor's Signature

Date

Oregon Department of Education
Form 581-1231 (Rev. 11/78)
Effective 7/1/80
67-6810

APPENDIX G

Portland Public Schools TEACHER EVALUATION FORM

TEACHER'S NAME _____
 Social Security No. _____
 Date _____
 Assignment _____
 School _____

Number of Observations _____
 Total time of Observations _____
 Was there a pre-conference? _____
 post-conference? _____
 Employee Status: Probationary Tenure

INSTRUCTIONS.

It is essential that the teacher and evaluator be familiar with the "Process" booklet, EVALUATION, and the State bulletin on STANDARDS of COMPETENT AND ETHICAL PROFESSIONAL PERFORMANCE.

HOW TO EVALUATE PERFORMANCE.....

- The principal should indicate whether the teacher meets minimum standards in each of the eight major performance sections. This judgment is to be based upon a review of each of the practices listed within a section. Performance may be regarded as meeting minimum standards even if mild deficiencies exist in every practice in the section. Conversely, a single practice, if seriously deficient, can result in an unsatisfactory rating for the entire section.
- If performance is judged to meet minimum standards, the principal should simply check (✓) the practice on the line at the left. No supporting documentation is necessary.
- If performance does not meet minimum standards or is in any way deficient, the principal should put an "I" on the line to the left of the practice(s) in question.
- A teacher who meets minimum standards is a very competent professional teacher (see State bulletin). If a teacher makes a major contribution to a school or consistently exceeds expectations, the principal may make a "C" on the line wherever appropriate and describe the commendatory practice.

HOW TO DOCUMENT DEFICIENCIES.....

- Principals are required to document deficiencies in any section or practice rated as not meeting minimum standards. This is done by checking "I" (improvement suggested) on all deficient practices and recording comments below. Such comments should have two parts: (1) a description of observed deficiencies and (2) suggestion(s) for improvement. The back of the sheet should be used if necessary.
- In making comments on each section, reference must be made to any previous evaluation on file for the teacher being evaluated, and special care must be taken to note the result of any previous suggestions for improvement.

YOU MUST RECOMMEND FOR OR AGAINST EMPLOYMENT

- On page four the principal is required to make a recommendation for or against continued employment. He should draw a line through "do" or "do not" or "shall" or "shall not" to leave the wording desired. Note that the principal marks either the first line or the second line, not both.

THEN SIGN AND SEND TO D.O.I. OFFICE

- The evaluation form must be signed by the teacher, principal, and vice principal (when involved in the evaluation), then the original must be forwarded to the area office with copies retained by the teacher and principal.

Complete in triplicate: original for Personnel Services via D.O.I. Office
 one copy for teacher
 one copy for principal

Legend: ✓ = Meets minimum standards
 I = Improvement suggested
 C = Commendation for consistently exceeding minimum standards

1. PROFESSIONAL PREPAREDNESS AND GROWTH

Performance Meets Minimum Standards <input type="checkbox"/>	Performance Does Not Meet Minimum Standards <input type="checkbox"/>
--	--

- _____
- _____
- _____
- _____
1. Instruction reflects well-planned and effective methodology.
 2. Instruction reflects adequate and current knowledge of subject.
 3. Works to improve professional skills and knowledge.
 4. Base professional growth program on priority needs identified through cooperative planning with principal or his designee.

Comments:

Portland Public Schools
TEACHER EVALUATION FORM

Teacher's Name _____

Date _____

2. PLANNING

Performance Meets Minimum Standards <input type="checkbox"/>	Performance Does Not Meet Minimum Standards <input type="checkbox"/>
--	--

1. Has plans that can be clearly understood and used.
2. Can clearly communicate the way any instructional activity relates to the goals of the course of instruction.
3. Contributes to team planning or other coordinated planning as needed by the teaching assignment.

Comments:

3. PRINCIPLES OF TEACHING-LEARNING

Performance Meets Minimum Standards <input type="checkbox"/>	Performance Does Not Meet Minimum Standards <input type="checkbox"/>
--	--

1. Shows respect, consideration, and fairness for students.
2. Meets needs of students with special interests, abilities, and learning problems.
3. Gives students personal help and positive reinforcement.
4. Challenges students to think and to express their thoughts clearly and responsibly.
5. Helps students set achievement expectations and evaluate their own progress.
6. Makes it clear to students what they are learning and why.

Comments:

4. MULTI-ETHNIC EDUCATION

Performance Meets Minimum Standards <input type="checkbox"/>	Performance Does Not Meet Minimum Standards <input type="checkbox"/>
--	--

1. Includes appropriate multi-ethnic themes in lesson plans and instruction, including historical or other information as to cultures having significant impact on the world, nation or community.
2. Is aware of and appreciates cultural diversity and the importance of communication skills reflecting sensitivity to the feelings of all persons regardless of their race, color, religion, sex, age or national origin and does such preparation and takes such training as is necessary to develop such awareness and appreciation in herself or himself.

Comments:

Portland Public Schools
TEACHER EVALUATION FORM

Teacher's Name _____

Date _____

5. ORGANIZATION AND CONTROL

Performance Meets Minimum Standards <input type="checkbox"/>	Performance Does Not Meet Minimum Standards <input type="checkbox"/>
---	---

1. Helps students achieve self management and control.
2. Handles classroom incidents and emergencies effectively.
3. Secures purposeful participation of students.
4. Makes appropriate referrals of children needing special help.

Comments:

6. LOGISTICS AND PHYSICAL ENVIRONMENT

Performance Meets Minimum Standards <input type="checkbox"/>	Performance Does Not Meet Minimum Standards <input type="checkbox"/>
---	---

1. Arranges seating and working areas appropriately for the kinds of learning experiences planned (to degree teacher can influence).
2. Has aesthetically pleasing room (to degree teacher can influence).
3. Keeps room properly lighted, ventilated, and free of hazards to health and safety (to degree teacher can influence).

Comments:

7. USE OF RESOURCES

Performance Meets Minimum Standards <input type="checkbox"/>	Performance Does Not Meet Minimum Standards <input type="checkbox"/>
---	---

1. Procures, uses and takes proper care of such materials and equipment as are appropriate and available in the school and district.
2. Uses library, media, students, and personnel of the school and school system as learning resources.
3. Uses natural and human resources of the community as learning resources.
4. Uses cultural and business-industrial resources of the community as learning resources.

Comments:

**Portland Public Schools
TEACHER EVALUATION FORM**

Teacher's Name _____

Date _____

8. EVALUATION

Performance Meets Minimum Standards <input type="checkbox"/>	Performance Does Not Meet Minimum Standards <input type="checkbox"/>
--	--

- _____ 1. Maintains and uses cumulative records of student progress in planning instruction.
- _____ 2. Uses tests and/or other evaluative information in planning instructional units and after instruction to determine if goals have been met.
- _____ 3. Consults principal, specialists, other teachers in the school, and students in evaluating own plans, methods, and results.
- _____ 4. Uses instruments and methods that effectively measure the students' attainment of learning goals.
- _____ 5. Makes clear to students how success in learning will be judged.
- _____ 6. Communicates effectively with parents and students regarding student achievement, behavior and attendance.

Comments:

9. ORGANIZATIONAL RESPONSIBILITIES

Performance Meets Minimum Standards <input type="checkbox"/>	Performance Does Not Meet Minimum Standards <input type="checkbox"/>
--	--

- _____ 1. Cooperates with and supports other faculty members.
- _____ 2. Observes the spirit and intent of rules and regulations of the school and school system.
- _____ 3. Provides complete and accurate data to the school, area, and district as requested for management purposes.
- _____ 4. Assumes necessary non-instructional responsibilities.
- _____ 5. Shares the responsibility with all other employees for promoting the educational goals and developing public acceptance of the school system.

Comments:

10. OTHER:

I (do, do not) recommend this permanent teacher for another year of service in School District No. 1. If this probationary teacher's work continues to be of its present quality, I (shall, shall not) recommend election for another year of service in School District No. 1.

Principal's Signature _____ Date _____

Vice Principal's Signature _____ Date _____

I have read the above report consisting of four pages:

Teacher's Signature _____ Date _____

Received and Contents Noted _____ (D.O.I. Office) Date: _____ _____ (District Office Personnel Services) Date: _____

APPENDIX H
PORTLAND PUBLIC SCHOOLS

School District No. 1
Multnomah County, Oregon

FINAL REPORT ON PROBATIONARY TEACHER

_____ Is a _____ year
(Name of Teacher) (1st) (2nd) (3rd)

probationary teacher assigned to _____
(Subject or Grade)

I (do) (do not) recommend that (he) (she) be elected to _____

(Second Year Probationary Status)
(Third Year Probationary Status)
(Permanent Tenure)

(Signed) _____
(Principal)

_____ School

(Date)

I have read the above report.

(Signed) _____
(Teacher)

Received and Contents Noted.
_____ Director of Instruction
Date _____
_____ Personnel Administrator
Date _____

White - Personnel Yellow - Teacher Pink - School

APPENDIX I
PORTLAND PUBLIC SCHOOLS
NON-CLASSROOM CERTIFICATED PERSONNEL EVALUATION FORM
(for certificated personnel other than classroom teachers)

Name of Person Being Evaluated _____ Number of Observations or Conferences _____
Social Security No. _____ Total Observation Time, if appropriate _____
Assignment _____ Employee Status: Probationary Tenure Temporary
School or Other Location _____ Date _____

1. Does this person plan and evaluate duties in terms of clearly stated goals related to job description and/or position guide?
2. In what areas of the job description/position guide has this person shown development and growth in fulfilling the described position?
3. In what specific areas of the job description/position guide does this person need to demonstrate additional development? (Include suggestions for improvement)
4. What help toward improvement has been made available to this person?
5. Additional Comments: (Include further commendations or suggestions. Comment on multi-ethnic standard as appropriate.)

6. Supervisor Recommends:
 Renewal of Contract
 Non-renewal of Contract

Principal's Signature _____ Date _____ Vice Principal's Signature _____ Date _____
Employee's Signature _____ Date _____

Received and Contents Noted

(D.O.I. Office)
Date: _____

(District Office) (Personnel Services)
Date: _____

Signatures certify that individuals have read and had the opportunity to discuss the above report.

Identify Attachments: Job Description Position Guide State Evaluation Form Other _____

Storeroom No. 67-6771

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Portland, Oregon*