

Educators' Handbook For Professional Growth



We believe in...

Educating the Whole Child

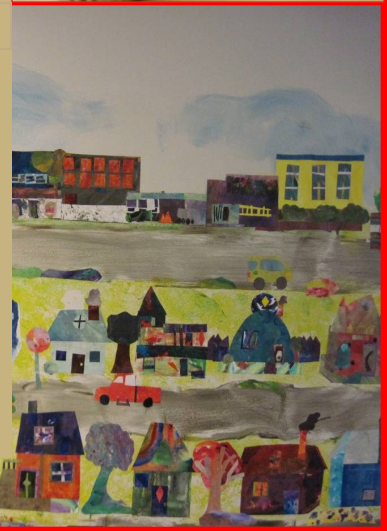
Circle of Support

Academic Excellence

Community Partnerships

Personalized Education

Integrated Technology



WEST LINN - WILSONVILLE SCHOOL DISTRICT

EDUCATORS' HANDBOOK FOR PROFESSIONAL GROWTH

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INTRODUCTION

Teaching is one of the most complex human endeavors imaginable.

~ Jon Saphier and Robert Gower

West Linn-Wilsonville School District contributes to a school learning community guided by a mission question and six lively vision themes:

How do we create learning communities for the greatest thinkers and most thoughtful people... for the world?

- Personal and academic excellence
- Personalized education
- Circle of support
- Community partnerships
- Integrating technologies in daily learning
- Educating the whole child

Just as the mission and vision themes guide the learning for students, these same themes guide the professional growth of the educators in the community. This *Educators' Handbook for Professional Growth* was developed in 1999 to signal a substantive change in this process from an inspection/evaluation model to a professional growth learning model. This 2018 update reaffirms that educators in this professional culture are actively engaged every day in improving understanding of the art and science of teaching.

Understanding practice is the single most important precondition for improving practice and the hallmark of a professional.

~ Roland Barth

This *Educators' Handbook for Professional Growth* explains the professional growth process, reviews performance standards, and establishes the plan to continually improve quality teaching and learning. Among the multiple goals of this handbook are these:

- To contribute to systematic improvement of instruction;
- To honor high standards of professional practice;
- To support instructional improvement with mentoring 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, Senate Bill 290, and contractual agreements on evaluation and fair dismissal.

TEACHING IN WEST LINN-WILSONVILLE SCHOOL DISTRICT

The secret joy in work is excellence

~ Pearl Buck

The professional learning culture in the West Linn-Wilsonville School District is both generous and engaging. It is based on a growth mindset in each educator, demonstrating continuous effort to develop expertise as a learner and as an educator. Educators demonstrate *Learning Expertise* by continually seeking feedback, refining skills and attitudes, practicing self-monitoring, and finding ways to avoid plateaus in their own learning. *Teaching Expertise* cultivates the ability to create conditions for learning for all students (Fink & Markholt, p.9-11, 2011).

The 5D+™ *Rubric for Instructional Growth and Teacher Evaluation* from the Center for Educational Leadership was adopted in West Linn-Wilsonville School District in 2018.

This *Educators' Handbook for Professional Growth* builds upon a proud West Linn-Wilsonville tradition of professionalism and professional growth model for educator development and evaluation. This fourth revision in 2018 updates the process of educator development and evaluation incorporating the requirements of the State of Oregon set out in SB 290.

The process for professional growth and evaluation is set out in the second section of this book. The process defines collaborative goal setting in the areas of:

- 1) Professional Practice;
- 2) Professional Responsibility; and
- 3) Student Learning and Growth.

Professional goals coordinate with school goals and contribute to the goals of the school district and the state of Oregon. The process offers the probationary teacher multiple opportunities to respond to feedback and gather evidence of learning and accomplishment in each of these three areas. The process offers contract teachers additional alternative opportunities to seek feedback, expand and add to the collection of evidence. The addition of student learning goals and the requirement to collect at least one standardized measure provides information about the impact of experience on student learning. The inclusion of that data does not shift our vision of excellence in teaching. An excellent educator places effort behind continuous improvement as a learner and as an educator focused on increasing growth and success for each and every student.

The 5 Dimensions of Teaching and Learning™ Instructional Framework and the 5D+™ Rubric for Instructional Growth and Teacher Evaluation from the Center for Educational Leadership provide useful structures for thinking about educator development. The 5D+™ Rubric is a tool for differentiating levels of practice. *The 5 Dimensions of Teaching and Learning Instructional Framework* provides a tool that allows educators and principals to dive more deeply into purpose, engagement, curriculum, pedagogy, assessment, and classroom culture. *The 5 Dimensions of Teaching and Learning Instructional Framework* provides questions to lead professional inquiry toward greater levels of effectiveness.

THE DIMENSIONS OF TEACHING AND LEARNING

The 5D⁺™ Rubric for Instructional Growth has six dimensions. The thirty indicators within those dimensions describe what good teaching and professional practice look like so there can be common language and understanding for educators to use in reflecting on their practice, setting goals, and taking action for continuous improvement. Each dimension is based on an extensive study of research at the University of Washington College of Education. The dimensions, and the indicators within them, have been organized to provide educators with a description of practices that have the greatest impact on learning for all students.

1 Dimension for Purpose

Educators set a clear and meaningful course for students' learning to ensure that all students know what they are learning and how it connects to previous learning. By making sure that there are learning targets that follow standards, educators provide ways for students to understand the broader purpose of what they are learning, beyond the activities and assignments within lessons. Educators plan intentionally to design tasks and activities that align with learning targets and provide entry points for all students. During lessons, educators communicate the learning targets and purpose to students by using strategies to involve them in describing and explaining what they are learning. Educators use and articulate criteria for success with students and check frequently for understanding. Information about students' understanding gives educators the basis for planning their next lessons.

#2 Dimension for Student Engagement

Educators facilitate classroom learning so that all students have multiple opportunities to participate and make meaning. By using strategies that increase the quantity and quality of students' participation, educators promote students' ownership of their learning. Educators build on students' strengths and continually look for evidence of their learning and connect it to the learning targets in order to support and challenge them. Educators' interactions with students reflect an understanding of their life experiences, learning growth and needs, and academic background. Educators structure student talk so it purposefully contributes to student learning and encourages peer talk to increase understanding.

#3 Dimension for Curriculum & Pedagogy

Educators plan carefully to align learning targets, instructional materials, and tasks. Their plans reflect a deep understanding of the content and what is important for students to know and be able to do. Educators use approaches and practices that promote students' conceptual understanding and encourage them to use discipline-specific thinking habits. Scaffolds, entry points and extensions, and challenge opportunities are used on a daily basis to differentiate learning for the range of student learning needs within classrooms. Differentiation is based on students' strengths and learning needs. Educators provide targeted feedback, supports, and new learning for students as needed to promote increasingly independent and well planned learning.

#4. Dimension for Assessment for Student Learning

Educators plan assessment as an integral part of instruction. They do this by engaging students in self-assessment that uses success criteria aligned with the learning targets. Students learn to use formative assessments regularly through the daily instruction and routines in the classroom. This assessment information is used by educators to plan for next learning and to facilitate students' determination of their own learning goals. Educators involve students in monitoring their own progress and have visible systems for recording evidence of learning that are used with students regularly.

#5. Dimension for Classroom Environment & Culture

Educators set up and regularly assess the physical classroom environment to ensure that it is safe and welcoming for all students. Resources and materials are arranged to maximize accessibility for all students and to provide clarity and support for the specific learning activities and learning targets. Educators plan and facilitate learning routines that promote interaction, discussion, and collaborative learning for all students. The classroom arrangement encourages independence and learning. Educators model and continually promote positive educator-student and student-student relationships that promote students' well-being and affirm their identity as learners. Inclusive practices include means of showing that all students' contributions are valued and opportunities for all students' status to increase. There are established norms for participation and purposeful use of learning time.

#6 Dimension for Professional Collaboration & Communication

Educators regularly collaborate with colleagues and administrators for the purpose of improving students' learning through inquiry and participation in professional learning. Educators are committed to their own growth and to working with others to improve instructional practices. They keep clear and usable student records of progress and use them to communicate in a timely, professional, and thoughtful manner with parents and families. Educators communicate regularly and positively about students' progress and learning. As part of the school and district learning communities, educators support goals and initiatives by engaging in planning curriculum and instruction that coherently aligns instruction and practices. Educators maintain ethical and professionally friendly interactions with students and adults that promote learning for all students, recognizing the needs of those who have been historically underserved. Educators recognize their role as advocates for students and for equitable and inclusive practices.

THE EDUCATOR DEVELOPMENT AND EVALUATION PROCESS

Highlight my strengths, and my weaknesses will disappear

~ Maori saying

In this section you will find information about the process and timelines for educator development and evaluation. The process is founded on a belief that a *growth mindset* creates the essential condition for continuous improvement in these three areas:

- 1) Professional practice;
- 2) Professional responsibilities; and
- 3) Student learning and growth.

In this professional process, the highest level of practice is characterized by an unwavering professional effort to develop new expertise, to refine practice, and to contribute to the success of each child in our care.

"I came to this district as a teacher and I am leaving as a learner. I am grateful."

~ West Linn-Wilsonville teacher comment delivered at his retirement reception

Built upon the thinking behind the district *Educators' Handbook for Professional Growth*, this updated handbook incorporates some changes and expanded elements required by the State of Oregon Senate Bill 290.

You may note both similarities and differences in these areas:

1. The 5D+™ *Rubric for Instructional Growth and Teacher Evaluation* is organized to describe four differentiated professional levels.
2. Educators will organize and collect evidence under three areas: 1) Professional practice, 2) Professional responsibilities and 3) Student learning and growth. Evidence may come from formal observations, short focused observations and artifacts of collected works. Contract teachers may still personalize their plan with the alternative professional growth processes.
3. Educators will establish at least two student learning growth goals and a personal professional goal, identifying strategies and measures for those goals. Student learning goals will be written in the SMART goal format.
4. The timeline describes the familiar cycle of professional growth with a one-year summary for probationary teachers and a two-year summary for contract teachers.
5. The district will continue to support high quality professional learning and practice aligned to educators' goals.

PROFESSIONAL GROWTH FOR PROBATIONARY TEACHERS

Teachers have probationary status during their first three years of teaching in the West Linn-Wilsonville School District. During those three years, teachers and administrators collaborate closely to use the Professional Goals process to guide professional growth and learning. Teachers collaborate with administrators to develop professional goals that will have a strong impact on student performance using the SMART goal format.

Teachers in the West Linn-Wilsonville School District take primary responsibility for their professional development through the Professional Goals process, participation in district and school professional learning, and making use of district professional development funds for coursework, conferences, and workshops that are aligned with their roles and goals. Administrators and teachers share responsibility for designing and monitoring professional growth by discussing and documenting professional development activities and progress towards goals. Probationary teachers receive a formal written summary of their professional growth progress for each of their first three years of teaching in the district. Teachers and administrators share responsibility for meeting the timelines outlined in the Teacher Performance Evaluation Cycle.

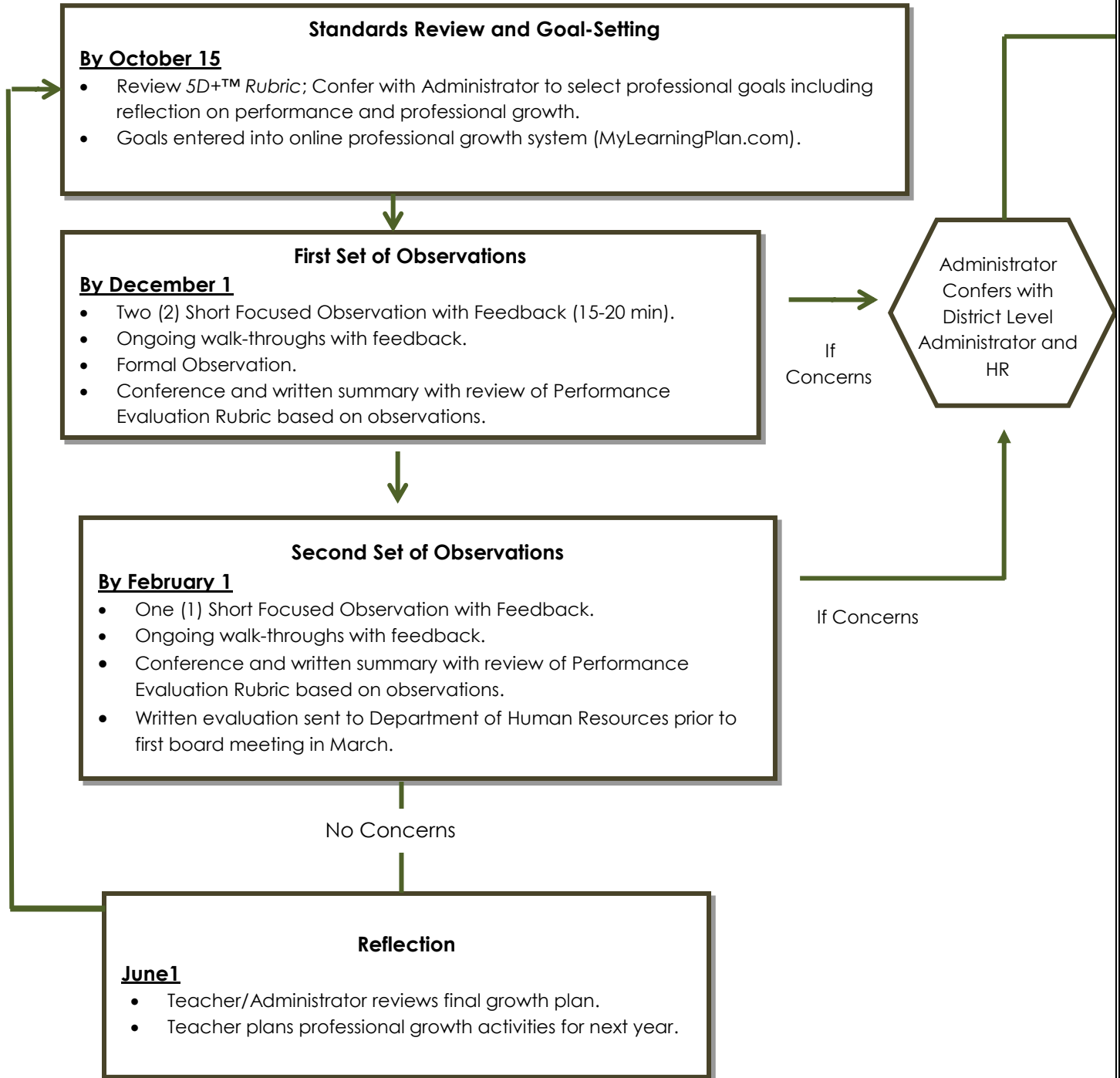
The district recognizes probationary teachers' hard work and professional growth as they are completing their third year of teaching and moving to contract status at the *Evening of Excellent Teaching* reception that is held to honor them each April.

During their first year of teaching in the district, teachers participate in *Teaching With Purpose*, four after-school sessions that are facilitated by experienced teachers in collaboration with district administrators. These sessions provide opportunities for gaining an understanding of the big ideas that guide all teaching and learning in the district in a format that invites reflection and collaborative conversation.

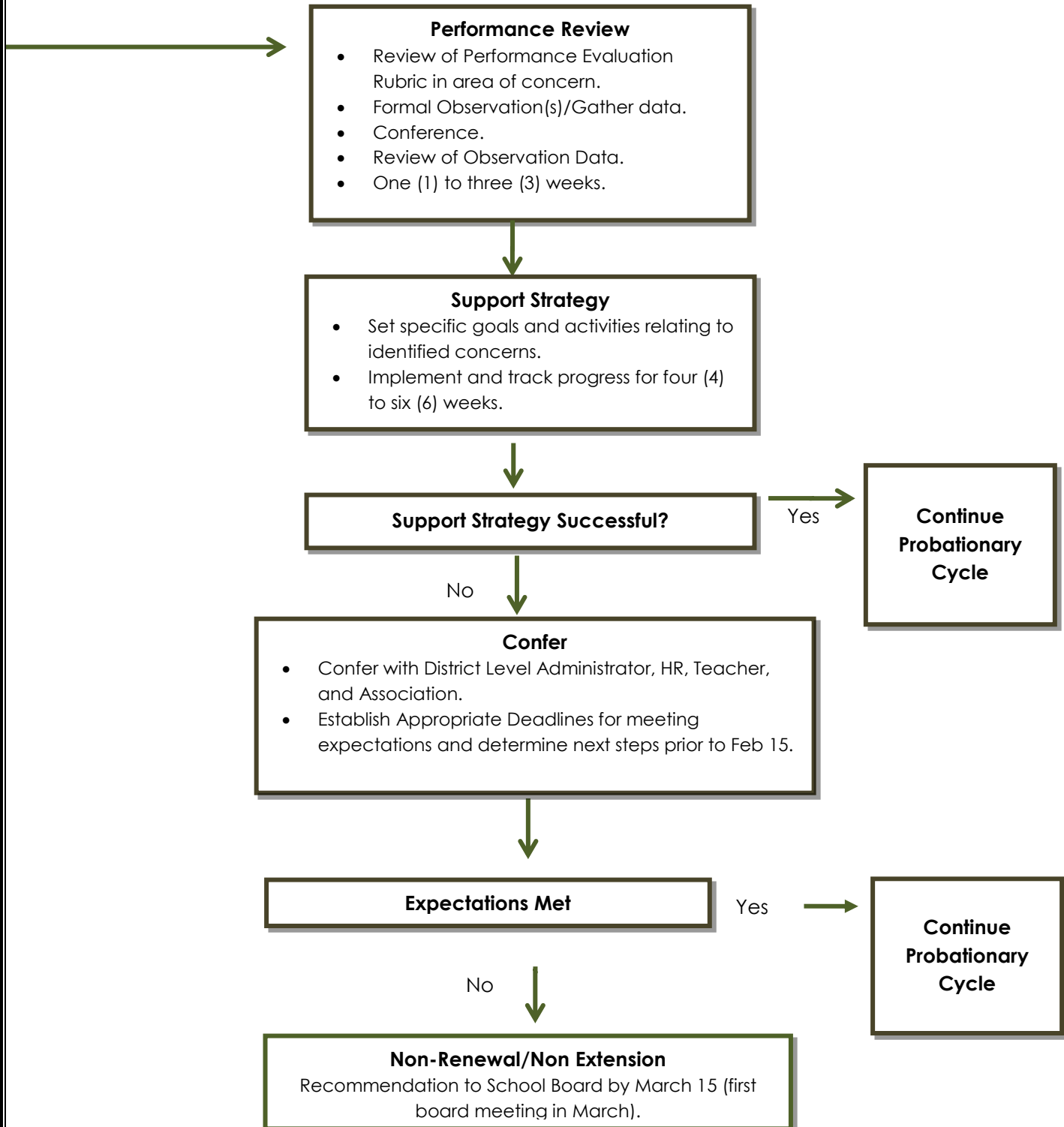
Teachers in their first and second years of teaching are supported by a district teacher who serves as a mentor. A teacher and the mentor meet throughout the school year to focus on planning and continually improving teaching. This process is designed collaboratively by the teacher and mentor. The mentor provides feedback and resources that help the teacher in strategically planning lessons and effectively carrying out those plans. The collaborative work that the teacher and mentor do is not part of the evaluation process. The mentor has taken a leave from daily classroom teaching for two years in order to be fully available to new teachers. Mentors participate in district professional learning.



Probationary Teacher Performance Evaluation Cycle



*** SHORT FOCUSED AND FORMAL OBSERVATIONS ARE REQUIRED FOR BOTH TEMPORARY AND PROBATIONARY EDUCATORS**





West Linn-Wilsonville School District



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Educating the Whole Child
Circle of Support
Academic Excellence
Community Partnerships
Personalized Education
Integrated Technology

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PROFESSIONAL GROWTH FOR CONTRACT TEACHERS

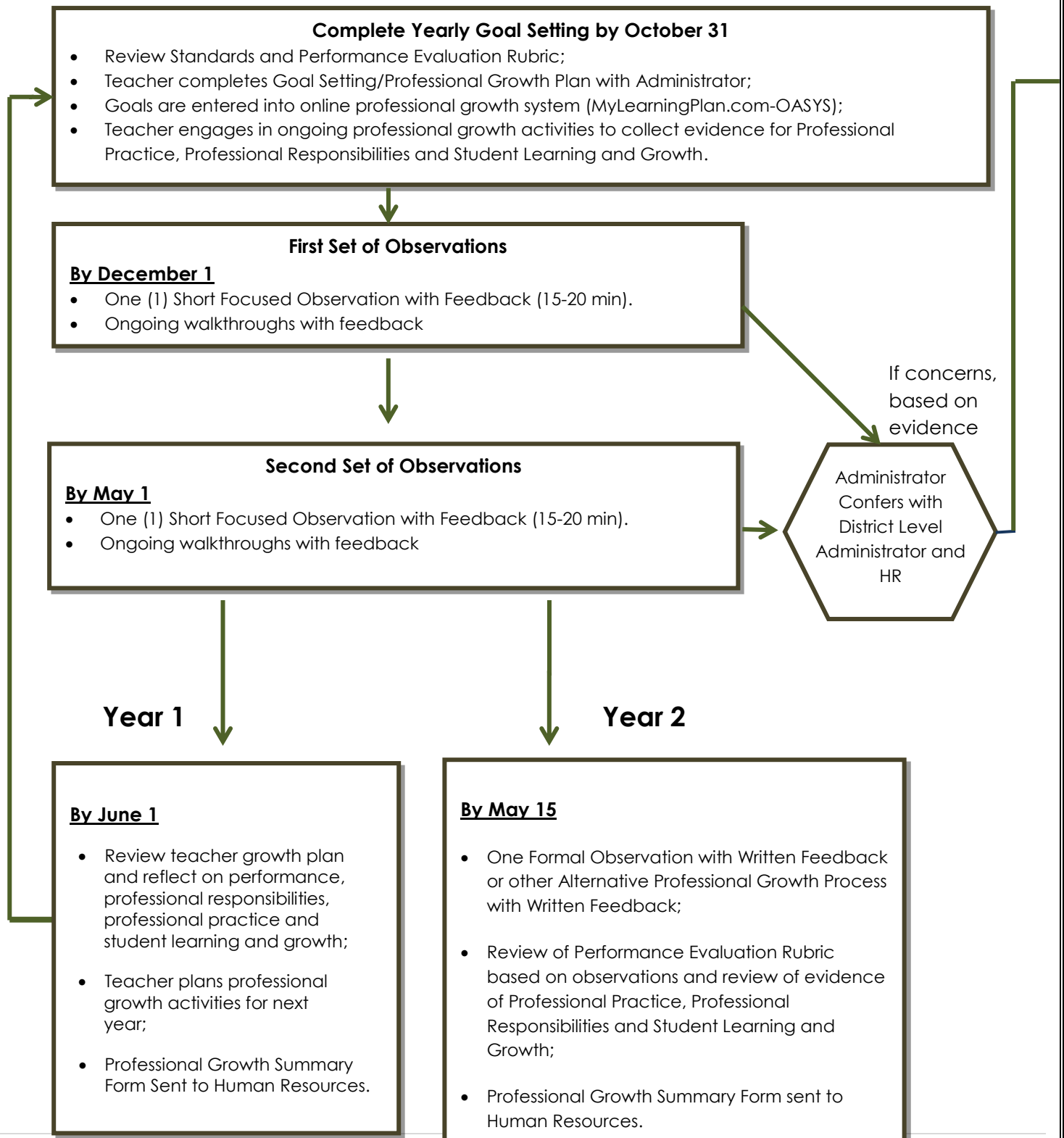
A teacher has contract status after three years of successful teaching in the West Linn-Wilsonville School District. Professional Goals for Contract teachers are carried forward in collaboration with the principal and with other colleagues. Contract teachers participate in a two-year professional growth cycle. The professional growth program for contract teachers is open to multiple options, drawing from professional practice, professional responsibilities and student learning and growth, allowing the teacher to personalize his or her professional growth development. The teacher and administrator will collaborate to develop professional goals and student performance goals written in the SMART Goal format.

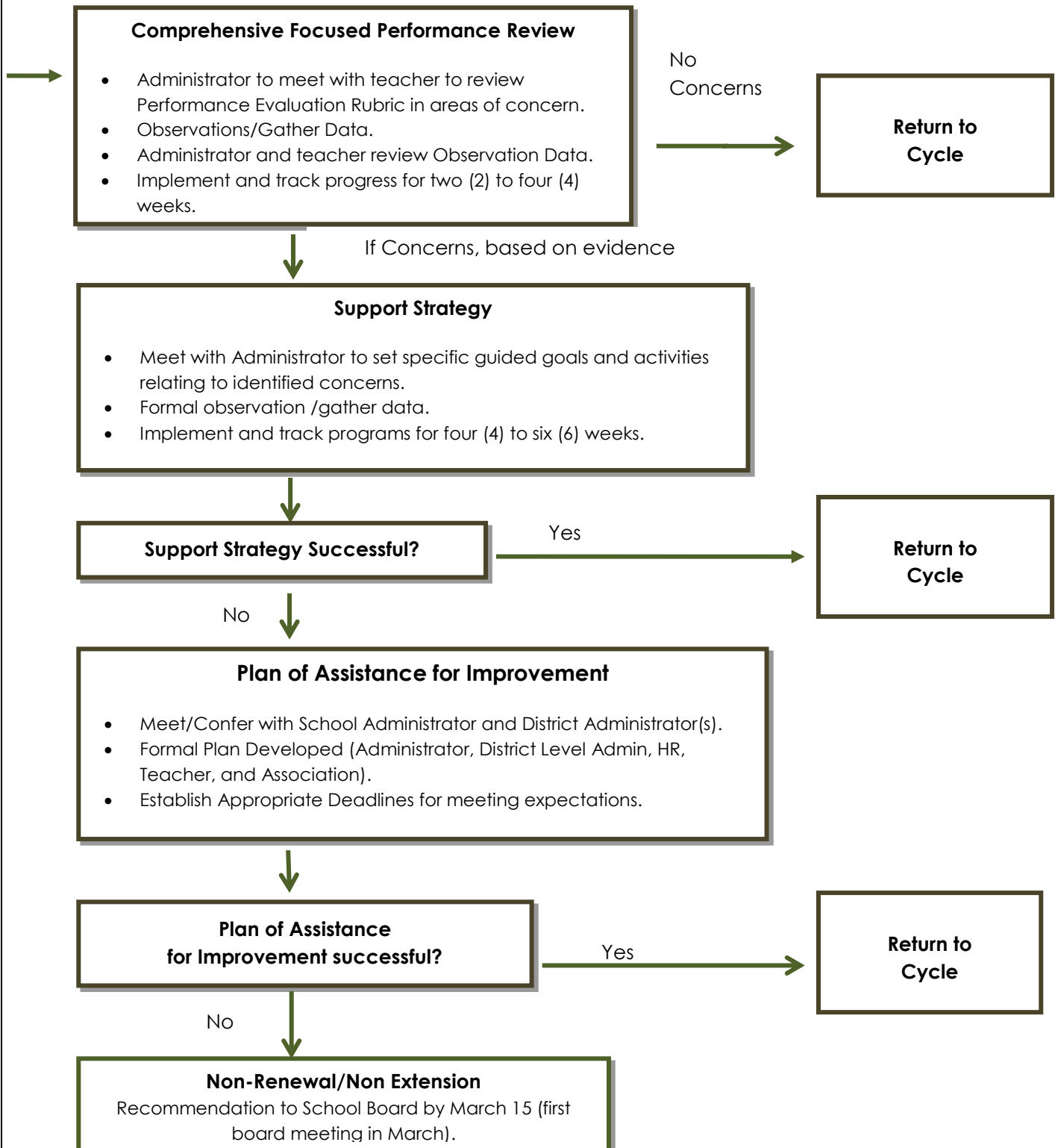
The educator holds the primary responsibility for his or her professional learning. The educator will collaborate with their administrator to design the professional growth plan, engage in learning, document the learning, and report progress. The teacher and administrator will share responsibility for meeting the stated timelines.

At the end of each two (2) year period a summary performance evaluation is completed by the principal or supervising administrator.



Contract Teacher Performance Evaluation Cycle





IDENTIFYING GOALS AND DESIGNING PROFESSIONAL GROWTH PLANS

In this section of this Educators' Handbook for Professional Growth there are descriptions of the tools and activities educators will use to identify professional goals and construct a professional growth plan, collecting documentation of professional growth and learning.

1. Identifying Goals

- All educators will use the 5D+™ *Rubric for Instructional Growth and Teacher Evaluation* and their school and district goals to identify professional goals for each school year.
- All educators will create student learning growth goals in SMART goal format and will identify the data that will be used to document student learning.

2. Gathering a Professional Portfolio or Collection of Evidence

- All educators will have the opportunity to gather evidence of teaching from lesson plans, student assignments, curriculum design, Short Focused Observations and feedback from the evaluator to include in their artifact file.
- All educators will have one annual Formal Observation with summary notes from their evaluator.
- Contract educators may choose from the Alternative Professional Growth Activities in following the two-year evaluation cycle.
- Educators keep track of their learning, gathering evidence of professional practice, professional responsibility, and student learning and growth relative to the goals identified for the school year.
- A wide variety of documentation is encouraged to support the story of the educator's professional learning.

3. When an educator is in need of additional growth to raise his or her professional performance to the standard required in West Linn-Wilsonville, the administrator may require an educator to participate in a:

- Formal Support Strategy (Guided Goals)
- Plan of Assistance for Improvement

GOALS

Goal Setting

The Professional Goals enable educators to establish plans that identify goals, implement strategies, and define timelines, status checkpoints, resources, and support. Educators and administrators will collaborate in developing their goals. Exploration, flexibility, self-direction, and collegial involvement are hallmarks of a good goal plan. As part of Oregon's Framework, educators will frame goals in the SMART Goal Format:

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

Educators are responsible for monitoring their Professional Goals and will confer with their administrator over the course of the year before, during and after Short Focused Observations and Formal Observations to discuss the status of the plan and consider modifications and/or extensions.

SMART GOALS

S

Specific

The goal addresses student needs within the content.

The goal is focused on a specific area of need.

M

Measurable

An appropriate instrument or measure is selected to assess the goal.

The goal is measurable and uses an appropriate instrument.

A

Appropriate

The goal is clearly related to the role and responsibilities of the teacher.

The goal is standards-based and directly related to the subject and students that the teacher teaches.

R

Realistic

The goal is attainable.

The goal is doable, but rigorous and stretches the outer bounds of what is attainable.

T

Time-Bound

The goal is contained to a single school year or course.

The goal is bound by a timeline that is definitive and allows for determining goal attainment.

Examples of SMART Goals:

Goal Format Example: During the 2013-14 school year, ____% of students will improve their ____ skills by ____% as measured by evidence from: (examples of measures for student learning - can be more than three measures).

Writing: During the 2013-14 school year, 80% of students will improve their expository writing skills by 10% as measured by evidences from assessment for chapter(s) 7-9 on expository writing skills, student writing samples and curriculum pre/post test.

Math: During the 2013-14 school year, 90% of students will improve their math problem-solving skills by 10% as measured by evidence from strand data of OAKS, CBM's, curriculum assessment for chapter(s) 2-3, and student work samples.

Other Examples:

85% of beginning band students will elect to continue into the second year class. 95% of beginning band students will, by May, be able to play the complete scale in tune.

Increase from 50% - 60% students who have 6 or more credits at the end of 9th grade.

PROFESSIONAL GROWTH STRATEGIES

FORMAL OBSERVATION

The formal observation is preplanned with a scheduled pre-conference, observation, and post-conference between educator and observer. The observation includes a complete lesson. The observer gathers data on one or more teaching standards, elements or dimensions of teaching. The focus of the observation is defined in the pre-conference. The observer and educator collaborate to be intentional about the focus, how to look for evidence of that focus and have a system for capturing key insights from the visit. The observer gathers data that prompts a productive dialogue between educator and observer in the post-conference. The observer provides a summary of the observation, notes and data for review during the post-conference.

SHORT FOCUSED OBSERVATION

Short focused observations, sometimes called mini-observations, provide prompt feedback and data on a particular area of instruction gathered through observation in not less than a 15-20 minute time period up to a full lesson. The observer gathers data that prompts a productive dialogue between educator and observer focused on an element or dimension of teaching. *The 5 Dimensions of Teaching and Learning Instructional Framework* and the *5D+™ Rubric for Instructional Growth and Teacher Evaluation* (©University of Washington, Center for Educational Leadership) provide a rich framework for the focus of the observations. Through ongoing collaborative conversations, the observer is intentional about the focus, how to look for evidence of that focus and has a system for capturing key insights from the visit. The focus is linked to the school's instructional strategies and the professional conversations alive in the school. The data collection tool provides the written record of the observation.

FORMAL SUPPORT STRATEGIES

If additional growth is needed in one or two areas of performance, an administrator may require and work with an educator to implement formal support strategies in the form of guided goals. This means that with direct consultation from an administrator, an educator will work to improve specific skills in areas of concern (such as student engagement or classroom management). Progress with formal support strategies will be tracked using additional short focused observations and a formal observation.

PLAN OF ASSISTANCE FOR IMPROVEMENT

Occasionally an educator will be recommended for a Plan of Assistance for Improvement. An administrator initiates the Plan of Assistance for Improvement in consultation with the educator and the West Linn -Wilsonville Education Association and Human Resources. The administrator calls for a Plan of Assistance for Improvement based on evidence that an educator is not meeting the professional teaching standards as outlined in this handbook.

The Plan of Assistance for Improvement recognizes one or more areas where the educator's demonstrated performance is below an acceptable standard. A Plan of Assistance for Improvement

defines the specific standard(s) that must be met and outlines a detailed plan of support to help the educator meet the standard(s). A Plan of Assistance for Improvement includes a commitment of time and effort by the educator along with time and resources from the district. A Plan of Assistance for Improvement includes a specific timeline along which the educator will progress and a specific review date. The Plan of Assistance for Improvement is successfully completed when the educator consistently demonstrates quality professional performance in all areas noted in the Plan.

It should be understood that an educator who is placed on a Plan of Assistance for Improvement may be required to report to any future school district employer that he/she has been on a Plan of Assistance. Once an educator is placed on a Plan of Assistance for Improvement their success is a tribute to professional partnership and efforts of the following contributors:

- The individual educator who demonstrates a commitment to his or her own learning and quality professional teaching standards.
- The leadership of West Linn -Wilsonville Education Association who provide professional support for individual educators and for quality professional teaching standards.
- The West Linn-Wilsonville School District whose commitment to and support for the success of each staff member is demonstrated in a generous commitment of resources for professional development.

ALTERNATIVE PROFESSIONAL GROWTH ACTIVITIES

Process	Definition	Example
Educator Portfolio	A collection of evidence, like student portfolios, is a collection of an individual's record of progress toward a professional growth goal. Throughout the year, educators set goals, participate in staff development to help achieve these goals, and implement new instructional techniques. The collection is the reflective record of that progress. A collection of evidence may contain self, peer, and administrative reflections; documented student achievement; or evidence of educator improved instructional skills. The collection provides an assessment tool that reflects personal accomplishment and evidence of instructional improvement.	An educator wants to devise a series of units to increase access for emerging bilingual learners. His/her portfolio contains a copy of his/her goals, an outline of professional development experiences, and sample units and lessons. As the educator obtains more expertise, he/she includes photographs and a video of student performance. In addition, colleagues and administrators are invited to observe and discuss demonstration lessons. The comments from these sessions, the educator's self-evaluation, and written student work are included in the portfolio. At the end of the year, the educator has a meaningful reflection of his/her own and his/her students' progress.
Studio	Studio is a professional development process educators engage in to learn and rehearse "best practices" in a content area. Over the course of a year, a cohort of "resident" educators, coaches and administrators meet four or five times for a "studio day" in the studio educator's classroom to design a plan that involves "live" rehearsals of one or more instructional strategies or teaching routines. The cohort observes the enacted plan in one or more resident classrooms. Pre-determined data are gathered and analyzed as evidence about the impact of the instructional decisions and the lesson design. Studio activities bring best practices to life; increase the level, fidelity and quality of research-based teaching; de-privatize practice; and builds powerful professional communities.	Educators Development Group's Mathematics Studio Program
Lesson Study	Lesson Study is a professional development process educators engage in to examine their practice, with a goal of becoming more effective. This examination centers on educators de-privatizing their practice and working collaboratively on a small number of "study lessons." Working on these study lessons involves planning, teaching, observing, and critiquing the lessons. To provide focus and direction to their work, educators may select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on the study lessons and inform their practice.	A group of classroom educators may decide to study the effectiveness and access of their instruction for English Language Learners. Collectively, the educators write a lesson plan that includes best practices for English language development through content. One team member agrees to teach the lesson; others observe how well the students are accessing the content and curriculum standards. Shortly after the teaching session, team members reflect on the lesson together and suggest changes that would improve the learning outcomes for the focus students. The improved lesson may or may not be taught a second time. Teams share the improved lessons with others in their school or district.

ALTERNATIVE PROFESSIONAL GROWTH ACTIVITIES

Process	Definition	Example
Mentoring a Colleague	Mentoring is a process in which a mentor works together with an educator to reflect on current practices and improve student learning. The mentor shares expertise and provides feedback, support and assistance for the purpose of refining present skills, learning new skills and solving classroom related challenges.	Mentors participate in the Mentor Academy and enter a relationship with a new educator. The mentor serves as a role model and resource while providing valuable feedback and support as needed.
Seeking Mentoring From a Colleague	An educator seeks a mentor educator who will serve as a guide. The goal is to improve student performance.	First and second year educators participate in the mentor program using the New Teacher Center Formative Assessment System. Educator and mentor meet at least once per week.
Collaborative Action Research	<p>Action research is a process that is conducted in the classroom to improve student performance. It allows educator(s) 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.</p> <p>Components:</p> <ol style="list-style-type: none"> 1) Educator identifies a research question. 2) Plan is developed, including what data will be collected, by whom, and a timeline. 3) Educator shares findings with other audiences. 	A team of educators wants to determine the most effective method of teaching writing that would improve student achievement. The team prepares a theory of action. The team decides on data-gathering techniques and uses the results to continually refine their instructional practices. At the end of the project they analyze the results of the strategy to determine which teaching strategy brought about the desired results. They publish their findings to be shared with the school and/or district.
Reflective Journal	<p>A reflective journal is a process for educators to regularly reflect on professional experiences and classroom events in order to improve student learning. It is a dated record of responses to professional reading, observations, feelings and insights about educational practices that provides a basis for future planning as well as a record of past successes and challenges.</p> <p>The journal may address these elements:</p> <ul style="list-style-type: none"> • successes or problems with a lesson, unit, program, or activity; • Parent/Teacher conferences; • Responses to professional reading; • Educator insights, exploration of questions; • Professional development experiences. 	A group of educators meet monthly to refine the use of inquiry methods in science classes. They have chosen to use reflective journals as a means to document progress, ask questions, and indicate successes. Participants look through their daily entries and summarize their personal progress and the progress of their students. This information serves to focus the discussion and provides each educator with a forum for inquiry.
Peer Coaching	Peer coaching is a collaborative process in which two or more educators work together to reflect on current practices that improve student performance. Educators share their expertise and provide one another feedback, support, and assistance for the purpose of refining present skills, learning new skills, and solving classroom related problems.	Two contract educators choose to develop lessons that emphasize student discourse. They plan to brainstorm and pool ideas and materials, plan lessons together, and schedule several opportunities during the year to observe each other teach. They will give feedback regarding student discourse and effectiveness of the lesson.

ALTERNATIVE PROFESSIONAL GROWTH ACTIVITIES

Process	Definition	Example
Study Group and/or Critical Friends	A study group is an organized, purposeful process for educators to study instructional practice, curriculum, student outcomes, or assessment. Study groups usually consist of several people; however, an educator may wish to do an independent study.	Research topics are explored through common readings; educators meet to discuss the application of contents to their classroom/students/curriculum; an individual conducts research on a question of professional practice; critical friends protocols are used to explore challenges encountered in daily practice; coursework is completed to further knowledge and understanding.
National Board Certification	Educator enters the National Board Certification process completing all required elements to document professional practice. Upon completion, certificate should be put on file with the office of Human Resources.	
Projects	An educator identifies a project that does not match a description of other options. This project should fall into one of the performance standards or goal categories. Suggestions: <ul style="list-style-type: none"> • Parent Training/Workshops • Community Service Project • Business Partnerships • Teacher Exchange/ Staff In-services • Participation in University Research Project 	An educator selects a service learning project that helps the educator to learn new information and content related to that particular project. The educator then teaches related skills to the students before the actual service project is activated. All activities related to the service project would be measured for student understanding.
Video/Audio Analysis	Video/audio analysis is an ongoing process that provides individuals or groups of educators an opportunity to assess a presentation, small or large group lesson, or classroom dynamics in order to identify strengths and areas for refinement. It also may be used to assess progress when learning new teaching techniques such as questioning strategies, cooperative learning, or performance assessment.	Educators in a high school math department implement a new instructional strategy with their students. Each educator brings in a video lesson using the particular strategy. Questions are selected to focus on the discussion of the video: <ol style="list-style-type: none"> a) the number of concrete examples the educator used, b) the amount of time students interacted with each other compared to the amount of direct instruction, and c) number of minutes students practiced the skill. Educators use the analysis and plan opportunities to videotape lessons to further refine and strengthen their practice.

COLLECTION OF EVIDENCE AND ARTIFACTS

Collection of Evidence

Definition

A collection of evidence, like student portfolios, is a collection of an individual's record of progress toward a professional growth goal. Throughout the year, educators set goals, participate in staff development to help achieve these goals, and implement new instructional techniques. The collection is the reflective record of that progress. A collection of evidence may contain self, peer, and administrative reflections; documented student growth; or evidence of educator improved instructional skills. The collection provides an assessment tool that reflects personal accomplishment and evidence of instructional improvement.

Categories of Evidence

Evidence is defined as factual information that adequately and appropriately provides proof of an educator's proficiency, growth in teaching, and impact on student learning and growth. Evidence is substantial enough to be credible, relevant and congruent with the *5D+™ Rubric for Instructional Growth and Teacher Evaluation*. Educators select evidence from three areas to demonstrate proficiency and professional growth:

- A) **Professional Practice**
- B) **Professional Responsibilities**
- C) **Student Learning and Growth**

Category A

Professional Practice

Evidence that demonstrates the quality of the educator's planning, delivery of instruction, and assessment of student learning. Examples include:

- feedback from classroom observation(s) of instructional practice, short-focused observations, and formal observations
- lesson plans
- curriculum design
- scope and sequence
- student assignments
- student work
- action research

Category B

Professional Responsibilities

Evidence of the educator's progress toward their own professional goals/growth and contribution to school-wide and district goals. Examples include:

- reflective journals
- records of contributions toward goals
- peer collaboration, meetings
- mentoring
- action research
- study groups
- video analysis
- studio and lesson study

Category C

Student Learning and Growth

Evidence that demonstrates the educator's impact on student learning as measured by multiple sources of student data over time.

Educators establish *at least two* student learning growth goals and identify strategies and measures used to determine goal attainment. They will also specify what evidence will be provided to document progress on each goal:

- | | |
|--------------------|---|
| Category 1: | State or national standardized tests (not currently required) |
| Category 2: | Common national, international, regional, district-developed measures |
| Category 3: | Classroom-based or school-wide measures |



WEST LINN-WILSONVILLE SCHOOL DISTRICT
Educator Professional Growth Collection of Evidence

MULTIPLE MEASURES	EDUCATOR DIMENSIONS					
Evaluation of educator's performance includes measures from all three categories of evidence:	#1 Purpose	#2 Student Engagement	#3 Curriculum & Pedagogy	#4 Assessment for Student Learning	#5 Classroom Environment & Culture	#6 Professional Collaboration & Communication
(A) Professional Practice Measures of the quality of an educator's planning, delivery of instruction, and assessment of student learning.	a) Classroom Observation of Instructional Practice Evaluator's observations, documentation and feedback on educators' professional practices; both formal and informal observations; planning, assessment, action research.					
	b) Examination of Artifacts: Examples: lesson plans, curriculum design, scope and sequence, student assignments, student work.					
(B) Professional Responsibilities Measures of the educator's progress toward his/her own professional goals and contribution to school-wide goals.	Examples: Reflective journals, professional growth plan, setting student growth goals, self-reports, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, portfolios, mentoring, peer coaching, video/analysis, study groups/independent study, action research, studio lesson study.					
(C) Student Learning and Growth Quantitative measures of the educator's impact on a student learning as measured by multiple sources of student data over time.	Educators will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment. They will also specify what evidence will be provided to document progress on each goal: a) Educators who are responsible for student learning in tested subjects and grades (i.e. ELA and mathematics in grades 4-8) may use state assessments as one measure (category 1) and will also select one or more additional measures from category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills. b) Educators in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach. Category 1: State or national standardized tests. (Optional in 2018-2019) Category 2: Common national, international, regional, district-developed measures. Category 3: Classroom-based or school-wide measures.					

THE FOUR DIFFERENTIATED LEVELS OF PERFORMANCE

The Four Levels of Performance relate professional practice to the Dimensions on the 5D+™ Rubric. Taken as a whole, the six dimensions describe the complexity of teaching. The performance levels describe particular elements that may be observed in an interrelated and interdependent relationship. The performance level provide a touchstone for analyzing feedback from observations and artifacts of professional practice.

The 5D+ Rubric defines four levels of professional practice. The levels range from Unsatisfactory to Distinguished. The practices defined in the levels of performance are consistent with the ways educators activate growth mindset, embrace learning and growth as professionals, adding depth and nuance to practices in a persistent effort to improve student learning outcomes for each and every student.

The 5D+ Rubric is a tool for professional inquiry, self-reflection, assessment and as a catalyst for rich conversation among educators and administrators.

The 5D+ Rubric uses the language of diversity to highlight the district's commitment to educators' responsibility for creating learning for all students. Diversity in this document is referring to culture, ethnicity, language, race, religion, gender, sexual orientation, socio-economic background, learning abilities and learning styles. Equity means providing whatever it takes to ensure learning for all children.

GUIDANCE SUPPORTING THE 5D+™ RUBRIC FOR INSTRUCTIONAL GROWTH

The primary purpose of the evaluation rubric is to support teachers and administrators in reflecting on and improving educator instruction. Scores on the rubric are meant to provide feedback that facilitates educator growth in the various areas.

The 5D+™ evaluation rubric constitutes a part of an educator's evaluation. Administrators will add notes and narratives as needed. Educators are encouraged to upload their own documentation in the form of observation feedback, lesson plans, video clips, students work samples, etc. If educators feel there was not enough opportunity to be observed engaged in a certain practice highlighted on the rubric, they are encouraged to include evidence of this practice in their evaluation portfolio or artifact file.

An educator receiving a score of "unsatisfactory" in a category can expect to have had several conversations about the area of concern before the end of the year evaluation. The educator can also expect to have been offered guidance on how to improve in that area via specific feedback, coaching, modeling, or opportunity to observe another educator.

In sub-category CEC3, it is to be understood that West Linn-Wilsonville School District takes a whole school approach to supporting students with social emotional challenges. Instead of using the presence or absence of "misbehavior" to evaluate educator effectiveness, educators will be evaluated on teaching routines for effective transitions on using positive discipline to develop relationships and high expectations and on applying the strategies and structures that foster a warm inclusive class community.

West Linn-Wilsonville School District believes in a growth mindset for students, educators, administrators and other staff. Educators are encouraged to set ambitious goals, take risks in improving their practice, and embrace emerging research and best practices. It is understood that setting ambitious goals will not negatively impact an educator's evaluation. It is also understood that even experienced educators may land on various levels of the rubric when working in a new position or learning new curriculum.

5D+™ Rubric for Instructional Growth and Teacher Evaluation

We know that building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5D+ Rubric for Instructional Growth and Teacher Evaluation – a growth-oriented tool for improving instruction.

Dimensions of the 5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is based on the 5 Dimensions of Teaching and Learning™ (5D™) instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction. These core elements have been incorporated into the 5D framework and 5D+ Rubric as five dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture. The 5D+ Rubric also includes Professional Collaboration and Communication, which is based on activities and relationships that teachers engage in outside of classroom instruction.

Organization of the 5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric is composed of 30 indicators of teacher performance, which are grouped by dimension. In the example below: the dimension is *Purpose* and the indicator is *Learning target(s) connected to standards*. The pages are colored-coded by dimension.

Purpose				
	Unsatisfactory	Basic	Proficient	Distinguished
P1	Learning target(s) connected to standards			
	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.

Performance Levels

Performance levels within each indicator are used to delineate teaching practice, from unsatisfactory to basic, proficient and distinguished. The sophistication of teaching practice and the role of students increase across the levels of performance. The language describing each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher being rated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice. A careful analysis of instructional practice leads to the determination of a teacher's performance level on each indicator.

Resources and Support

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is available as a downloadable PDF on the University of Washington Center for Educational Leadership website at www.k-12leadership.org/teacher-eval. You will also find associated resource materials and a description of the services CEL can provide to support your implementation.

Purpose				
	Unsatisfactory	Basic	Proficient	Distinguished
P1	Learning target(s) connected to standards			
	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.
P2	Lessons connected to previous and future lessons, broader purpose and transferable skill			
	Lessons are rarely linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.
P3	Design of performance task			
	Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.
P4	Communication of learning target(s)			
	Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.
P5	Success criteria			
	The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.

Student Engagement				
	Unsatisfactory	Basic	Proficient	Distinguished
SE1	Quality of questioning			
	Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.
SE2	Ownership of learning			
	Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.
SE3	Capitalizing on students' strengths			
	Teacher has little knowledge of how students' strengths (academic background, life experiences and culture/language) could be used as an asset for student learning.	Teacher has knowledge of students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways not connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals.
SE4	Opportunity and support for participation and meaning making			
	Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.
SE5	Student talk			
	Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.

Curriculum & Pedagogy				
	Unsatisfactory	Basic	Proficient	Distinguished
CP1	Alignment of instructional materials and tasks			
	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.
CP2	Teacher knowledge of content			
	Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.
CP3	Discipline-specific teaching approaches			
	Teacher rarely uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within a unit.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.
CP4	Differentiated instruction for students			
	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.
CP5	Use of scaffolds			
	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.

Assessment for Student Learning

	Unsatisfactory	Basic	Proficient	Distinguished
A1	Student self-assessment			
	Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.
A2	Student use of formative assessments over time			
	Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.
A3	Quality of formative assessment methods			
	Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.
A4	Teacher use of formative assessments			
	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or makes in-the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.
A5	Collection systems for formative assessment data			
	Teacher does not have routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.

Classroom Environment & Culture				
	Unsatisfactory	Basic	Proficient	Distinguished
CEC1	Classroom arrangement and resources			
	Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.
CEC2	Learning routines			
	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.
CEC3	Use of learning time			
	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.
CEC4	Student status			
	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.
CEC5	Norms for learning			
	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.

Professional Collaboration & Communication				
	Unsatisfactory	Basic	Proficient	Distinguished
PCC1	Collaboration with peers and administrators to improve student learning			
	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.
PCC2	Communication and collaboration with parents and guardians			
	Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.
PCC3	Communication within the school community about student progress			
	Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.
PCC4	Support of school, district and state curricula, policies and initiatives			
	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.
PCC5	Ethics and advocacy			
	Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.



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5 Dimensions of Teaching and Learning™

Instructional Framework Version 4.0

5D™	Subdimension	The Vision	Guiding Questions
Purpose	Standards	<ul style="list-style-type: none"> The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s). 	<ul style="list-style-type: none"> How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.?
	Learning Target and Teaching Points	<ul style="list-style-type: none"> The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s). 	<ul style="list-style-type: none"> What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? How are the standard(s) and learning target communicated and made accessible to all students? How do students communicate their understanding about what they are learning and why they are learning it? How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
Student Engagement	Intellectual Work	<ul style="list-style-type: none"> Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). Students take ownership of their learning to develop, test and refine their thinking. 	<ul style="list-style-type: none"> What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? What does student talk reveal about the nature of students' thinking? Where is the locus of control over learning in the classroom?
	Engagement Strategies	<ul style="list-style-type: none"> Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. 	<ul style="list-style-type: none"> What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?
	Talk	<ul style="list-style-type: none"> Student talk reflects discipline-specific habits of thinking and ways of communicating. Student talk embodies substantive and intellectual thinking. 	<ul style="list-style-type: none"> Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?

5D™	Subdimension	The Vision	Guiding Questions
Curriculum & Pedagogy	Curriculum	<ul style="list-style-type: none"> Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. 	<ul style="list-style-type: none"> How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards? How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making? What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge? How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials? How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?
	Teaching Approaches and/or Strategies	<ul style="list-style-type: none"> The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs. 	
	Scaffolds for Learning	<ul style="list-style-type: none"> The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. 	
Assessment for Student Learning	Assessment	<ul style="list-style-type: none"> Students assess their own learning in relation to the learning target. The teacher creates multiple assessment opportunities and expects all students to demonstrate learning. Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.). The teacher uses observable systems and routines for recording and using student assessment data (e.g., charts, conferring records, portfolios, rubrics). Assessment criteria, methods and purposes are transparent and match the learning target. 	<ul style="list-style-type: none"> How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment? How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws? How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking? How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning? How does the teacher's instruction reflect planning for assessment? How does the teacher use multiple forms of assessment to inform instruction and decision-making? How does the teacher adjust instruction based on in-the-moment assessment of student understanding?
	Adjustments	<ul style="list-style-type: none"> The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students. 	
Classroom Environment & Culture	Use of Physical Environment	<ul style="list-style-type: none"> The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.). 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? What do discourse and interactions reveal about what is valued in this classroom? What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
	Classroom Routines and Rituals	<ul style="list-style-type: none"> Classroom systems and routines facilitate student responsibility, ownership and independence. Available time is maximized in service of learning. 	
	Classroom Culture	<ul style="list-style-type: none"> Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning. Classroom norms encourage risk-taking, collaboration and respect for thinking. 	

JOB DESCRIPTION
THE ART AND SCIENCE OF
THE CLASSROOM TEACHER

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Parker Palmer

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- Demonstrates personal and academic excellence;
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- Establishes community partnerships and expands the classroom beyond the school;
- Creates a circle of support for each student;
- Educates the whole person-intellectually, emotionally, physically, and ethically; and
- Integrates technology in daily learning.

Responsibilities include:

- Planning for the instructional needs of all students;
- Collaborating with colleagues to improve student learning;
- Develops instruction and practice based on Oregon State Standards;
- Attending to the special needs of students;
- Teaching high expectations for student achievement and behavior;
- Implementing state and district curriculum;
- Actively promoting equity and inclusive practices;
- Modeling and teaching a growth mindset;
- Providing instruction that promotes skill development, knowledge, and reasoning;
- Using a variety of assessments to inform instruction;
- Creating an environment that provides access for all students;
- Developing partnerships that enhance student learning;
- Providing culturally responsive instruction;
- Modeling and teaching respect with an awareness of diversity;
- Demonstrating continuous professional growth.

Qualifications:

- Knowledge of best practices in teaching;
- Masters degree preferred;
- Oregon teaching license in assigned area(s) and proper endorsement(s);

JOB DESCRIPTION THE ART AND SCIENCE OF THE LEARNING SPECIALIST

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Responsibilities include:

- Promoting and using best practices and current tools;
- Collaborating with general education teachers to provide access to learning;
- Communicating with parents about specific education techniques and strategies appropriate when working with their child; informing parents of their procedural rights;
- Matching school and community resources to special needs of students;
- Develops instruction and practice based on Oregon State Standards;
- Coordinating the planning, development, documentation, and implementation of individual educational programs (IEPs) within the total school program;
- Coordinating the planning, development, and documentation of evaluation and eligibility determination for referred students;
- Modeling and teaching a growth mindset;
- Actively promoting equity and inclusive practices;
- Facilitating the least restrictive educational placement of each student;
- Developing classes and materials to meet the needs of special needs students;
- Conducting evaluations and interpret results including standardized assessments;
- Testing and interpreting standardized assessments. providing specifically designed instruction;
- Modeling and teaching respect with an awareness of diversity;
- Collecting and reporting data to monitor individual student progress;
- Ability to work collaboratively in training and guiding instructional assistants;
- Providing culturally responsive instruction.

Qualifications:

- Knowledge of best practices in instruction and IDEA 2004 documentation;
- Knowledge in the area of specially designed instruction, accommodation and modification to meet the individual needs of students; classroom teaching experience;
- Masters degree preferred; Oregon teaching license in assigned area(s) with proper endorsement(s);

JOB DESCRIPTION THE ART AND SCIENCE OF THE SCHOOL COUNSELOR

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Responsibilities include:

- Developing and implementing activities that encourage students to be successful, life-long learners; be an advocate for culturally responsive instruction;
- Collaborating with colleagues to improve access to learning for all;
- Develops instruction and practice based on Oregon State Standards;
- Providing individual and group counseling; modeling and teaching respect with an awareness of diversity;
- Monitoring all students to assure that appropriate referrals and/or plans are made to improve the educational process;
- Administering appropriate assessment as necessary;
- Modeling and teaching a growth mindset;
- Actively promoting equity and inclusive practices;
- Assisting in transition between primary to middle school or middle school to high school;
- Supervising students and maintaining student records;
- Participating on district committees;
- Providing resources to parents and consulting with parents to develop and implementing cooperative approaches that allow students to meet their needs appropriately;
- Collaborating with staff regarding students' social, emotional and academic needs, and assisting staff with implementing classroom guidance activities;
- Developing, conducting, and/or coordinating classroom guidance activities that address issues such as personal safety, drug and alcohol prevention, and skills for effective living;
- Serving as coordinator or consulting by collaborating on a multidisciplinary team to develop and implement district and school plans that facilitate a culture of character and student learning;
- Serving as liaison between school and community resources which benefit the students, parents, school, and community;
- Participating in support activities related to school policies and school culture;
- Improving student skills in decision-making and interpersonal relationships;

The Art and Science of the School Counselor (continued)

- Consulting with teachers, students, and parents in identifying and solving problems which interfere with school progress;
- Participating actively in the planning and evaluation of the school program;
- Communicating effectively with students, patrons, and colleagues.

Qualifications:

- Masters degree preferred;
- Oregon teaching license in Counseling;
- Experience as a classroom teacher;
- Classroom teaching experience preferred.

JOB DESCRIPTION THE ART AND SCIENCE OF THE SCHOOL PSYCHOLOGIST

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Responsibilities include:

- Providing diagnostic assistance in implementing programs for disabled students;
- Providing intellectual, academic, and behavioral evaluations for individuals three to twenty-one; be an advocate for culturally responsive instruction;
- Collaborating to prepare educational and behavioral plans based on diagnostic data;
- Coordinating the planning, development, and documentation of evaluation and eligibility determination for referred students;
- Modeling and teaching a growth mindset;
- Actively promoting equity and inclusive practices;
- Develops instruction and practice based on Oregon State Standards;
- Providing consultation and assistance to the individual educational program (IEP) team;
- Facilitating and/or participating in IEP meetings;
- Facilitating the least restrictive educational placement of each student;
- Providing behavioral consultation services to teachers, students and/or parents;
- Providing behavioral intervention services to students;
- Referring to outside agencies for further diagnostic evaluations and treatment when appropriate; informing parents of their process rights;
- Providing individual and group counseling to students.

Qualifications:

- Knowledge of intellectual, educational, behavioral assessments;
- Demonstrated competence with educational programming, IEP development, behavioral management, and general curriculum;
- Knowledge of special education eligibility criteria (IDEA2004);
- Basic or Standard School Psychologist (Masters Degree) Certificate;
- NCSP certification preferred;
- Teaching experience preferred.

JOB DESCRIPTION
THE ART AND SCIENCE OF
THE SPEECH AND LANGUAGE SPECIALIST

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Responsibilities include:

- Providing services to students needing speech and language instruction;
- Screening referred students for speech, language, or hearing difficulties;
- Coordinating the planning, development, and documentation of evaluation and eligibility determination for referred students;
- Designing an individualized education program in conjunction with the individual education program (IEP) team; be an advocate for culturally responsive instruction;
- Coordinating the planning, development, documentation, and implementation of IEPs within the total school program;
- Collaborating with general and other special education teachers in planning and implementing appropriate services;
- Develops instruction and practice based on Oregon State Standards;
- Modeling and teaching a growth mindset;
- Actively promoting equity and inclusive practices;
- Communicating with parents about specific educational techniques and strategies used when working with their child;
- Informing parents of their procedural rights;
- Providing documentation per federal and state requirements;
- Providing appropriate training and guidance of instructional assistants;

Qualifications:

- Knowledge in the area of prevention, therapy, and educational services for students with communication disorders and autism;
- Masters Degree;
- Basic or Standard Speech Handicapped Certificate;
- Additional appropriate certification;
- Classroom teaching experience preferred;

JOB DESCRIPTION THE ART AND SCIENCE OF THE TEACHER LIBRARIAN

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Responsibilities include:

- Helping students become effective users of ideas and information;
- Managing the library to create optimum learning conditions in a professional and efficient manner;
- Providing instruction in research process, strategies, and digital citizenship;
- Develops instruction and practice based on Oregon State Standards;
- Demonstrating an appreciation for learning; modeling and teaching a growth mindset;
- Be an advocate for culturally responsive instruction;
- Actively promoting equity and inclusive practices;
- Promoting instructional applications of technology with staff and students;
- Working as a team member with other staff to develop curriculum and resource-based research activities;
- Facilitating use of the library as an extension of the classroom-based instructional program;
- Working collaboratively with library instructional assistants, volunteers, and student help in the efficient operation of the library;
- Demonstrating an understanding and appreciation of literature and actively promoting information and recreational reading with all readers;
- Working with students to find literature and/or other resources to meet special interest and special learning needs;
- Preparing, justifying, and administering the library program budget;
- Evaluating and selecting materials and equipment according to the need of users, the existing collection, the school curriculum, and recognized standards of quality;
- Participating in professional development activities including state or national organizations;
- Serving on district committees.

The Art and Science of the Teacher Librarian (continued)

Qualifications:

- Basic or Standard Oregon Teaching Certificate with Educational Media Endorsement;
- Masters degree preferred;
- Classroom teaching and experience preferred.

JOB DESCRIPTION THE ART AND SCIENCE OF THE INSTRUCTIONAL COORDINATOR

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Definition:

Coordinating instruction and curriculum efforts within the school; maintaining responsibility for all students including those in special education and gifted education. The Instructional Coordinator collaborates with other instructional coordinators in the district and provides school and district-level support to classroom teachers.

Examples of Duties:

- Be an advocate and support for culturally responsive instruction;
- Serving as a member of the school leadership team;
- Serve as master teacher and mentor; serve as collegial support to instructional teams;
- Serving as acting principal in his/her absence;
- Develops instruction and practice based on Oregon State Standards;
- Modeling and teaching a growth mindset;
- Actively promoting equity and inclusive practices;
- Coordinating the development, evaluation, and articulation of district and state curriculum;
- Coordinating the curriculum and instruction efforts with other Instructional Coordinators;
- Coordinating the improvement of instruction through school or district professional development activities;
- Coordinating the screening for, identification of, and service for gifted and second language students;
- Providing management for technology networks in the schools;
- Coordinating school and state assessment systems.

The Art and Science of the Instructional Coordinator (continued)

Secondary Duties:

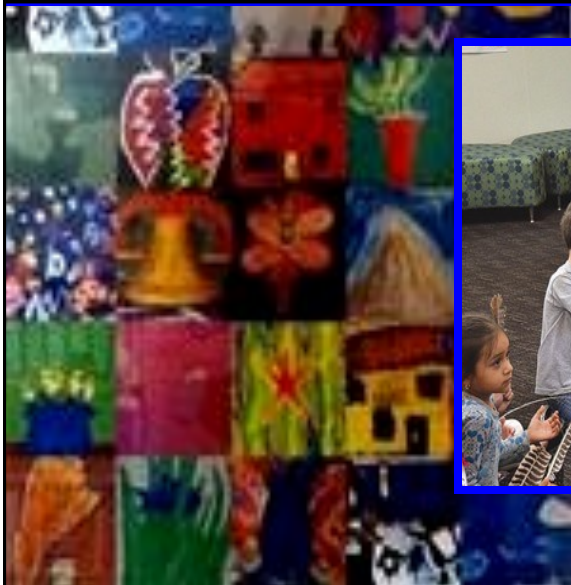
Assisting in a variety of organizational duties including development of school culture and positive community relations; collegial development and improvement of instruction; development of a master schedule; placement of students; student records; student enrichment program; student behavior management efforts; supervision of students; participation and facilitation of evening events and other duties as assigned.

Qualifications:

- Masters degree preferred;
- Basic or Standard Oregon Teaching Certificate;
- Minimum three years teaching experience;
- Interest in pursuit of administrative credentials and position.



Teaching & Learning in the West Linn-Wilsonville School District



TUITION REIMBURSEMENT

The educator shall have Professional Goals that have been jointly developed before tuition reimbursement is approved. The goals shall reflect the educator's focus for professional development. The educator may modify professional goals at any time during the school year, with the consent of the appropriate administrator.

Professional Goals are designed to provide educators with a means for systematically thinking through the experience, which will authentically help their growth as professional educators to improve student learning and growth.

Implementation

Newly hired educators should have their professional goals completed and on file by October 15. Educators on a Temporary Contract are not eligible for tuition reimbursement or professional development funds from the district.

Once professional goals have been established they will provide a frame of reference for future professional growth activities. Requests for tuition reimbursement will follow currently established procedures using the online system. This would include procedures for tuition reimbursement, conference attendance, release time, or other professional development activities.

The District will reimburse educators for pre-approved tuition paid at the college or university of the educator's choice. The amount of reimbursement will be limited to the tuition rate in effect at Portland State University at the time of attendance of the actual tuition, whichever is less. Courses must be graduate level to qualify.

Approval

District approval must be obtained prior to enrolling in a course for which reimbursement is requested. Courses will not be approved unless they relate to the educator's goals and the approved program for professional growth.

Tuition Reimbursement for advanced study shall apply for educators on Board-approved leave, but subject to maximum of twelve (12) quarter credits hours or eight (8) semester credit hours per twelve (12) month period. Such reimbursement shall not occur prior to the educator's return to duty. (Number of credit hours reimbursed may be subject to reduction based on budget constraints)

The educator must receive a grade of "B" or better in all graded classes and a "P" in all pass/fail classes.

If an educator does not return to the District for the ensuing school year, the District shall not be obligated to pay for any class taken during the summer term. If prepayment was made, reimbursement shall be withheld from the final paycheck or recovered by other suitable collection efforts.

In areas where educators need to take undergraduate classes to improve their professional knowledge of their instructional area, they may apply to the Director of Human Resources for permission to take the undergraduate class. In all cases, permission must be granted prior to taking the undergraduate class for reimbursement. Undergraduate coursework may not be used for advancement on the salary schedule.

Prepayment of Tuition

Upon request of the educator and the completion of appropriate forms, a check will be made payable to the college or university for prepayment of tuition. Twenty-one (21) days notice shall be required.

If, after receiving the prepayment of tuition, the educator is unable to provide evidence of successful completion of the course (transcript), reimbursement to the District will be in the form of a payroll deduction. The amount of prepayment for spring term tuition shall be withheld from the educator's final check pending proof of successful completion.

Split check requests are prepaid to both institutions with a final grade due at the end of the term.

Part-Time Educators

Educators employed less than full-time shall receive prorated tuition reimbursement, based upon twelve (12) quarter credit hours or eight (8) semester credit hours over a twelve (12) month period. Within these guidelines, the educator will be reimbursed for a limited amount of hours (Example: an educator at .5 FTE will be reimbursed for the first six (6) quarter credit hours or four (4) semester credit hours).

Part-time educators not returning for the following school year shall be subject to prorated recovery.

PROFESSIONAL DEVELOPMENT PROGRAM

Fund Establishment

The District shall establish a separate Professional Development Fund \$81,758.00 in 2008-09. Each year thereafter, the Fund amount will increase/decrease by the percentage increase/decrease in the number of educators employed.

Fund Administration: There shall be a committee established to make recommendations as to the expenditure of monies from this fund. The committee shall have six (6) members. Three (3) shall be appointed by the WWEA; one (1) each from primary, middle, and secondary grade levels. Three (3) shall be appointed by the District. The Committee shall establish procedures to obtain and act on expenditure requests. All recommendations made by the committee shall be subject to approval of Superintendent.

Fund Objective: The objective of the fund is to provide monies for workshops, conferences, seminars, that are germane to what the educator teaches and to improving the learning experience for all students.

Guidelines

The Professional Development Fund was established to provide funds for licensed staff to attend workshops, conferences, and other professional growth activities that do not carry college credits.

The Fund may also promote professional development by sponsoring and offering workshops and training to more fully utilize the available funds. For these PDF workshops and training sessions the two (2) people per building limit may be extended.

Implementation

Complete the Professional Development Fund request form in the online professional development tracking system within the stated calendar deadline and using the following guidelines prepared by the PDF Committee (the Committee may alter or revise these guidelines during the contract period):

1. Activities are divided in two categories depending on their cost, for which a maximum of \$400 - \$800.00 will be allocated for an individual. Sub fees will be covered 100% for two (2) days; any additional sub fees needed may be taken out of Professional Leave. A PDF request within the range of \$400 - \$800.00 per year will be considered a maximum request. If more than two (2) days sub time is needed, then the individual utilizes Personal or Professional Leave days to cover the remaining days. Applicants are not approved to attend "more expensive cost" (\$400+) conferences in successive years. Applicants are approved for events up to \$399.00. *Part-time educators receive funds on a pro-rated basis per their FTE (Example: a .5 FTE educator would be eligible for \$400 for their \$800 year and \$200 for their \$400 year).*
2. Conference attendance limitations are as follows:
 - Primary/Middle School Level – no more than two (2) educators per building;
 - High School – no more than two (2) educators per department.
 - For special conferences the committee may make exceptions to these limitations.
3. An applicant's PDF fund usage will be considered for each application.

4. Substitute's salaries are covered at 100% for up to 2 days.
5. Travel/Lodging:
 - a. All travel within the United States and Canada will be reimbursed 50%. (Travel, lodging, and meals outside this area will not be reimbursed. Travel and lodging within the Portland metropolitan area are not reimbursed).
 - b. Shared Lodging and travel costs are encouraged whenever practical. Please note on application names of persons with whom you will be carpooling or rooming.
 - c. Maximum reimbursement for lodging will be \$80.00 per night including room tax. As required by district auditors, all expenses claimed must be supported with an itemized receipt or they cannot be reimbursed. (Alcohol is a non-reimbursable expense and must be paid for separately).
 - d. Maximum reimbursement for meals is \$33.00 per day. The breakdown for meals is as follows: breakfast - \$8.00, lunch - \$10.00, and dinner - \$15.00. As above, all reimbursement requests must be accompanied by an itemized receipt per district auditors.

PDF Committee Guidelines for Considering Application

Professional Development is defined as an experience that contributes to the improvement of instruction, increases staff competency, and encourages innovation.

Considerations

- Number of teaching days absent for professional reasons.
- Number of staff and students affected.
- Availability of funds from another source.
- Method(s) of sharing the benefits of the activity with other staff members and with students.

Criteria

1. Application review includes:
 - If the activity is offered at multiple sites, only the nearest available site will be funded.
 - Except for some summer coursework, PDF cannot be used for an activity where tuition reimbursement has been approved.
 - The activity must be feasible within the proposed time frame and available resources.
2. The applicant must demonstrate:
 - that the activity will have significant impact on the improvement of instruction.
 - that the activity fulfills a current perceived need.
 - that the activity is appropriate to their current teaching assignment.

All PDF requests require pre-approval and are granted on a reimbursement basis only.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Professional development requests are processed electronically through the district online system.

School District Sponsored University Courses	Other District Sponsored Professional Growth Opportunities
<p>Throughout the year there will be a variety of <i>District Sponsored</i> professional workshops for which participants will receive Continuing Professional Development (CPD) units. There will also be <i>District Sponsored</i> classes for college credit. Notifications will be sent to specific groups of employees that would benefit from these workshops and classes.</p> <p>Registration: Educators may sign up for classes by contacting the In-District Coordinator through the Curriculum Office. There is no need to complete a request in the online system for these <i>District Sponsored</i> events. The In-District Coordinator will create the Activity and enter participants' names on the roster for the event designating whether the class was taken for CPD units or college credit, whichever is applicable.</p> <p>If the event has college credit attached, the registration forms will be available at the first class. At that time, you may complete the registration form and turn it in to the instructor. The instructor will return all the forms to the In-District Coordinator to process.</p> <p>Tuition: The District will make one payment to the college for all participants taking a <i>District Sponsored</i> class for college credit. Please do NOT pay individually or request tuition reimbursement through the online system.</p> <p>Grades: It is the responsibility of participants to send a copy of their grade transcript to the office of Human Resources. Once received and processed, the credit will be posted to the column management file.</p>	<p>The District provides other opportunities for staff development throughout the school year. Included in these are:</p> <ol style="list-style-type: none"> 1. October's State In-Service Day is an unpaid day; however, educators are encouraged to attend conferences and workshops in areas pertinent to their assignment. 2. Committee and Textbook Selection – release time may be provided to review and select teaching materials and to design future programs. 3. "Teaching with Purpose" is an opportunity for educators new to the District to obtain additional staff development activities as well as a greater in-depth introduction to the District. 4. Summer Curriculum Projects – proposals which will become part of summer curriculum activities shall be submitted no earlier than May 1 according to District established guidelines and timelines, with educators to be notified in writing of the disposition of the approval within (30) days of submission. <p>For more information, please contact:</p> <p>Julie Lane In-District Professional Development Coordinator 503-673-7024; or</p> <p>Casey Fenner, HR Specialist 503-673-7027</p>

SALARY PLACEMENT AND ADVANCEMENT

Educators qualifying for educational advancement on the salary schedule must submit a written request along with verification by the last calendar day of the month for salary to be modified in that month. All such modification shall be retroactive to the first day of the month in which the credits were submitted to human resources.

College hours submitted for educational advancement must have been earned subsequent to the education degree or certification to teach and must be graduate level hours. All such hours must be reasonably related to the educator's instructional assignment or to a field of study normally included in the public school curriculum.

Credit Summary

The Credit Summary Program is used by the Office of Human Resources to record documentation (grade sheets or transcripts) of earned degrees and credits. This information is used to document salary schedule column changes. Educators should provide the Department of Human Resources with updated information on credits and degrees as soon as they are received so that it can be posted in the credit summary. Furthermore, educators are advised to review their credit summaries at least annually.

The District considers credit to be earned as of the last day of the term or on the date an Incomplete Grade is made up. In the case of credit earned prior to the ending date of a term, it is the educator's responsibility to document the actual completion date on which credit was earned.

CPD UNITS - RENEWING YOUR LICENSE THROUGH TEACHER STANDARDS AND PRACTICES COMMISSION (TSPC)

What is a CPDU?

A Continuing Professional Development Unit equates to one clock hour. One quarter hour of college or university credit equals 20 CPD Units. One semester hour of college or university credit equals 30 CPD Units.

Educators and personnel service specialists need to document Continuing Professional Development (CPD) to renew their licenses. This requirement, passed by the 1997 Legislature, will apply to all educators who hold Preliminary, Legacy or Professional licenses and who are employed in Oregon Schools. The Teachers Standards and Practices Commission will notify each educator upon the granting of a teaching license of the renewal requirements. ***Educators hold full responsibility for obtaining and maintaining a proper Oregon Teaching License for their assignment.***

GLOSSARY OF TERMS

Assessment	Judgment on the basis of data.
Classroom Observation	Any instance during which a supervisor or designated other enters a classroom for the purpose of gathering data.
Contract Teacher	After working successfully in the district for three years, the district will designate an educator as a contract teacher.
Data	Any information gathered for the purpose of aiding in judgment.
District Personnel File	The official employment file kept in the Office of Human Resources. This district personnel file contains materials including original application, educator professional growth reports etc.
Evaluation	Formal appraisal of educator performance compared to job description and established standards.
Evaluation Cycle	A recurring process of assessment which begins with self-evaluation and goal setting and ends with submission of an evaluation report. The timelines for the evaluation vary according to teacher status (contract and probationary teachers).
“Educators’ Handbook for Professional Growth”	This document written, reviewed periodically by a committee of administrators and educators, printed and distributed by the district, for the purpose of explaining and clarifying professional growth within the district.
Formal Observation	Visitation of an educator in work setting by an administrator, complete with pre- and post-conference.
Goals	Plans for improvement set by department, school, or district. See also Instructional Improvement Goals below.
Goal Conference	Yearly meeting of educator and evaluator to arrive at mutual agreement on instructional improvement goals, method of assessment, and timelines for completion.
Short Focused Observation	Gathering of data relative to educator performance at any time through planned encounters.
Instructional Improvement Goals	Set of goals mutually agreed upon by an educator and evaluator by which the educator intends to improve instructional performance.

Job Description	Outline in general terms of the duties and responsibilities of a certified staff member.
Post-Evaluation	Meeting held at the end of a formal observation between the educator and administrator to review progress toward goals, data gathered through observations, and other means, and to review the Educator's Professional Growth Summary.
Principal's Working Personnel File	The unofficial file of an evaluator contains copies of Educator Evaluation reports, working notes, and data gathered to aid in the preparation of formal performance reports to the School Board.
Probationary Teacher	A teacher who is neither a contract teacher nor a temporary teacher. Teachers are on probationary status for three years after entering the district.
Plan of Assistance for Improvement	A formalized plan designed to aid an educator in improving performance once the performance of an educator is judged by an administrator to be unsatisfactory according to standards listed in the professional growth handbook.
Self-Assessment	Initial step of an evaluation cycle in which an educator compares personal performance with performance standards, job description, and previous professional growth reports.
Educator Professional Goals	A report prepared by the educator as the first step in the professional growth cycle. After a conference with the principal, the report is filed in the online professional development file.
Temporary Teacher	Any teacher who is employed to fill a position designated as temporary or experimental or to fill a vacancy which occurs after the opening of school because of unanticipated enrollment or because of the death, disability, retirement, resignation, or dismissal of a contract or probationary teacher or for a teacher on an approved leave of absence.



EDUCATOR PROFESSIONAL GROWTH SUMMARY

Name: _____

Year: _____

Assignment: _____

School: _____

Administrator's Comments:

Attach Educator's response, if desired, as provided by law:

Administrator's recommendations:

- ☐ Continuation of Employment
- ☐ Plan of Assistance for Improvement
- ☐ Termination of Employment
- ☐ Other: Hired as temporary for this year only

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

Educator Date

Administrator Date