

Gervais School District #1

# Licensed Employee Evaluation Manual

- Teacher Evaluation Expectation & Requirements

Created 7/21/2004 MW  
Revised 8/23/04  
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Revised 9/19/06

## Table of Contents

<b>Section</b>	<b>Pages</b>
<b>Gervais School District Policy.....</b>	<b>3-6</b>
<b>Performance Standards.....</b>	<b>7-13</b>
<b>Administrative Rules for Licensure .....</b>	<b>14-25</b>
<b>Collective Bargaining Agreement Language on Licensure.....</b>	<b>26-27</b>
<b>Oregon Revised Statutes .....</b>	<b>28-29</b>
<b>Evaluation Timelines .....</b>	<b>30-34</b>
<b>Evaluation Forms.....</b>	<b>35-40</b>
<b>Licensed Job Descriptions.....</b>	<b>41-55</b>

# **GERVAIS SCHOOL DISTRICT**

## **POLICY**

# Gervais School District 1

Code: **GCN**  
Adopted: 2/21/91  
Revised/Readopted: 7/15/93, 04/08/99

## Evaluation of Licensed Staff

It is the policy of the district Board to require that all licensed staff members be evaluated on a regular basis that is consistent with the laws and administrative rules of the state of Oregon and the policies and regulations duly adopted by the Board. The purpose of the district's evaluation program is to aid the teacher in making continuing professional growth and to determine the teacher's performance of the teaching duties and responsibilities.

Under Board policy, administrators are charged with the responsibility of evaluating licensed staff members and making decisions about contract extension, contract non-extension, probationary teacher contract renewal, contract non-renewal, promotion, dismissal, and disciplinary action. Evaluations shall be conducted in accordance with, but not limited to, the expectations and requirements outlined in the following guides:

- Established Board Policy;
- District Evaluation Procedures;
- District Performance Standards;
- TSPC's Standards for Competent and Ethical Performance of Oregon Educators;
- Oregon Revised Statutes;
- Teacher Job Description;
- Administrator Expectations and Requirements;
- Collective Bargaining Agreements.

The evaluation form(s) to facilitate the evaluation process shall be developed by the district. The evaluation report shall be signed by the teacher and supervisor and shall be maintained in the personnel file of the teacher in accordance with state law.

END OF POLICY

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Legal Reference(s):

ORS 243.650

ORS 332.505

ORS 342.850

OAR 581-022-1720

# Gervais School District 1

Code: **GCN-AR**  
Adopted: 04/08/99

## Evaluation Process for Licensed Staff

Teachers shall be evaluated in accordance with the procedures outlined in ORS 342.850. The purpose of the evaluation is to aid the teacher in making continuing professional growth and to determine the teacher's performance of the teaching responsibilities. Teachers may be observed and evaluated with respect to their relationships with students, parents, other staff members, and members of the administration, as well as in the performance of classroom instruction. Observations and evaluations may also include regular and special assigned duties and activities.

The evaluation procedure includes the following:

1. Probationary teacher will be evaluated at least once each school year. (ORS 342.850 (1));
2. Contract teachers will be evaluated on a schedule determined by the district. In a year when no evaluation is performed, contract teachers may still receive observational data;
3. A pre-evaluation interview will be scheduled at least once each school year for all teachers. The pre-evaluation interview may occur in more than one meeting. It will include discussion of the teacher's job description and district performance standards. It may include the establishment of individual performance goals. The district's evaluation procedures will also be reviewed;
4. All teacher evaluations will be based on at least two observations and other relevant information developed by the district. (ORS 342.850 (1));
5. Teacher performance may be observed in, but not be limited to, the following ways:
  - Formal observations, which include a pre-conference meeting, an observation, and a post-conference meeting;
  - Informal or drop-in observations;
  - Observations of the performance of the teacher in any other area of job responsibility;
  - Meeting(s) with the teacher for the purpose of discussing past, present, or future assignments, activities, or performance.
6. All evaluations will be in writing on forms provided by the district. Teachers will receive a copy of the written evaluation. A post-evaluation interview will be scheduled with the teacher to discuss the results of the evaluation;

7. A written program of assistance for improvement may be established at any time, if one is needed to remedy any deficiency specified in ORS 342-865 (1)(a). The deficiencies may include inefficiency, neglect of duty, inadequate performance, or failure to comply with such reasonable requirements of the Board to show normal improvement and evidence of professional training and growth. A program of assistance shall be implemented if the Board does not extend a contract teacher's contract by March 15 of the first year of the contract;
8. A program of assistance for improvement is a written plan with reasonable specificity to:
  - Help teachers adapt and improve to meet changing demands of the Oregon Education Act for the 21<sup>st</sup> Century in ORS Chapter 329, if applicable;
  - Identify specific deficiencies in the teacher's conduct or performance;
  - Set forth corrective steps the teacher may pursue to overcome or correct the deficiencies;
  - Establish the assessment techniques by which the district will measure and determine whether the teacher has sufficiently corrected the deficiencies to meet district standards.
9. A program of assistance for improvement will utilize peer assistance whenever practicable and reasonable in order to aid teachers to better meet the needs of students. Peer assistance shall be voluntary and subject to any applicable terms of the collective bargaining agreement. No witness or document related to the peer assistance or the record of peer assistance shall be admissible in any proceeding before the Fair Dismissal Appeals Board, or in any probationary teacher non-renewal hearing before the Board under ORS 342.835, without the mutual consent of the district and the teacher provided with peer assistance;
10. Since a program of assistance is a form of intensive evaluation, any evaluation requirement set forth above is satisfied by the implementation of a program of assistance;
11. Probationary teacher non-renewal or dismissal rights are set forth in ORS 342.513 and 342.835. Contract teacher dismissal and contract non-extension rights are set forth in ORS 342.865;
12. If the district determines that continuation of a teacher's performance deficiency or problem could result in a dismissal, non-renewal, or contract non-extension recommendation, notice of such concern will be given to the teacher in a timely manner;
13. Since evaluation of teacher performance is an ongoing process, the district's administration will provide the staff with notice of observation and evaluation timelines, as well as other pertinent information about evaluation procedures;
14. All charges resulting in disciplinary action shall be considered a permanent part of a teacher's personnel file and shall not be removed for any reason. A teacher shall have the right to attach a response, or other relevant documents, to any document in the personnel file.

See District Evaluation Procedures Handbook

**PERFORMANCE  
STANDARDS**

**GERVAIS SCHOOL DISTRICT #1  
PERFORMANCE STANDARDS FOR TEACHERS**

*These performance standards are based on the proficient level of performance taken from **Enhancing Professional Practice** by Charlotte Danielson.*

<i>COMPONENTS</i>		<i>PERFORMANCE STANDARDS</i>
<b>AREA 1 PLANNING AND PREPARATION</b>	1a. Demonstrating knowledge of content and teaching practices.	<ul style="list-style-type: none"> <li>• The teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.</li> <li>• The teacher’s plans and practices reflect understanding of prerequisite relationships among topics and concepts.</li> <li>• Teaching practices reflect current research and best practices within the discipline.</li> </ul>
	1b. Demonstrating knowledge of students.	<ul style="list-style-type: none"> <li>• The teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.</li> <li>• The teacher displays solid understanding of the different approaches to learning that different students exhibit.</li> <li>• The teacher displays knowledge of student’s skills and knowledge for groups of students and recognizes the value of this knowledge.</li> <li>• The teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.</li> </ul>
	1c. Selecting instructional goals.	<ul style="list-style-type: none"> <li>• Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.</li> <li>• The goals are clear, include appropriate activities, and permit viable methods of assessment.</li> <li>• The goals are suitable for students in the class.</li> <li>• Goals reflect different types of learning and opportunities for integration.</li> </ul>
	1d. Demonstrating knowledge of resources.	<ul style="list-style-type: none"> <li>• The teacher is aware of resources available through the school or district.</li> <li>• The teacher knows how to gain access to resources for students.</li> </ul>
	1e. Designing coherent instruction.	<ul style="list-style-type: none"> <li>• The learning activities are suitable to students and instructional goals.</li> <li>• The progression of activities in the unit is even and reflect recent professional research.</li> <li>• Materials and resources support the instructional goals and engage students in meaningful learning.</li> <li>• Instructional groups are varied, as appropriate, to the different instructional goals.</li> <li>• The lesson or unit has a clearly defined structure around which activities are organized.</li> <li>• Time allocations are reasonable.</li> </ul>
	1f. Assessing student learning.	<ul style="list-style-type: none"> <li>• The instructional goals are assessed through the proposed plan.</li> <li>• Assessment criteria and standards are clear and have been clearly communicated to students.</li> <li>• The teacher uses assessment results to plan for individuals and groups of students.</li> </ul>



## PERFORMANCE STANDARDS FOR TEACHERS

(continued)

*These performance standards are based on the proficient level of performance taken from **Enhancing Professional Practice** by Charlotte Danielson.*

<b>COMPONENTS</b>		<b>PERFORMANCE STANDARDS</b>
<b>AREA 2</b> <b>THE CLASSROOM ENVIRONMENT</b>	2a. Creating an environment of respect and rapport.	<ul style="list-style-type: none"> <li>• Teacher-student interactions are friendly and demonstrate warmth, caring, and respect.</li> <li>• Teacher-student interactions are appropriate to developmental and cultural norms.</li> <li>• Student interactions are polite and respectful.</li> </ul>
	2b. Establishing a culture for learning.	<ul style="list-style-type: none"> <li>• The teacher conveys enthusiasm for the subject, and students demonstrate commitment to its value.</li> <li>• Students accept teacher insistence on work of high quality and demonstrate pride in that work.</li> <li>• Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.</li> </ul>
	2c. Managing classroom procedures.	<ul style="list-style-type: none"> <li>• Tasks for group work are organized, and groups are managed so students are engaged.</li> <li>• Transitions occur smoothly, with little loss of instructional time.</li> <li>• Routines for handling materials and supplies occur smoothly, with little loss of instructional time.</li> <li>• Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.</li> <li>• Volunteers and paraprofessionals are productively and independently engaged during the entire class.</li> </ul>
	2d. Managing student behavior.	<ul style="list-style-type: none"> <li>• Standards of conduct are clear to students.</li> <li>• The teacher is alert to changes in student behavior.</li> <li>• Teacher response to misbehavior is appropriate and successful and respects the student's dignity.</li> </ul>
	2e. Organizing physical space.	<ul style="list-style-type: none"> <li>• The classroom is safe, and the furniture arrangement is a resource for learning activities.</li> <li>• The teacher uses physical resources skillfully, and learning is accessible to students.</li> </ul>

## PERFORMANCE STANDARDS FOR TEACHERS

(continued)

*These performance standards are based on the proficient level of performance taken from **Enhancing Professional Practice** by Charlotte Danielson.*

COMPONENTS		PERFORMANCE STANDARDS
AREA 3 INSTRUCTION	3a. Communicating clearly and accurately.	<ul style="list-style-type: none"> <li>• Teacher directions and procedures are clear to students and contain an appropriate level of detail.</li> <li>• Teacher’s spoken and written language is clear and correct.</li> <li>• Vocabulary is appropriate to students’ age and interests.</li> </ul>
	3b. Using questioning and discussion techniques.	<ul style="list-style-type: none"> <li>• The teacher uses appropriate questioning strategies.</li> <li>• Adequate time is available for students to respond.</li> <li>• Classroom interaction represents discussion, with the teacher stepping to the side when appropriate.</li> <li>• The teacher successfully engages students in the discussion.</li> </ul>
	3c. Engaging students in learning.	<ul style="list-style-type: none"> <li>• Representation of content is appropriate and links well with students’ knowledge and experience.</li> <li>• Activities and assignments are appropriate to students and students are cognitively engaged in them.</li> <li>• Instructional groups are productive and appropriate to the students or to the instructional goals of a lesson.</li> <li>• Instructional materials and resources are suitable to the instructional goals and engage students mentally.</li> <li>• The lesson has a clearly defined structure around which the activities are organized.</li> <li>• Pacing of the lesson is consistent and varied.</li> </ul>
	3d. Providing feedback to students.	<ul style="list-style-type: none"> <li>• Feedback is consistently high quality.</li> <li>• Feedback is consistently provided in a timely manner.</li> </ul>
	3e. Demonstrating flexibility and responsiveness.	<ul style="list-style-type: none"> <li>• The teacher makes appropriate adjustments to a lesson, and the adjustments occur smoothly.</li> <li>• The teacher accommodates students’ questions or interests.</li> <li>• The teacher persists in seeking approaches for students who have difficulty learning, possessing a repertoire of strategies.</li> </ul>

## PERFORMANCE STANDARDS FOR TEACHERS

(continued)

These performance standards are based on the proficient level of performance taken from *Enhancing Professional Practice* by Charlotte Danielson.

COMPONENTS		PERFORMANCE STANDARDS
AREA 4  PROFESSIONAL RESPONSIBILITIES	4a. Reflecting on teaching.	<ul style="list-style-type: none"> <li>• The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals.</li> <li>• The teacher can cite general references to support the assessment judgments.</li> <li>• The teacher makes suggestions of what he may try another time.</li> </ul>
	4b. Maintaining accurate records.	<ul style="list-style-type: none"> <li>• The teacher's system for maintaining information on student completion of assignments is effective.</li> <li>• The teacher's system for maintaining information on student progress in learning is effective.</li> <li>• The teacher's system for maintaining information on non-instructional activities is effective.</li> </ul>
	4c. Communicating with families.	<ul style="list-style-type: none"> <li>• The teacher provides frequent information to parents, as appropriate, about the instructional program.</li> <li>• The teacher communicates with parents about students' progress on a regular basis.</li> <li>• The teacher is available as needed to respond to parent concerns.</li> <li>• The teacher's efforts to engage families in the instructional program are frequent.</li> </ul>
	4d. Contributing to the school and district.	<ul style="list-style-type: none"> <li>• Support and cooperation characterize relationships with colleagues.</li> <li>• The teacher participates in school events, making a substantial contribution.</li> <li>• The teacher participates in school and district projects, making a substantial contribution.</li> </ul>
	4e. Growing and developing professionally.	<ul style="list-style-type: none"> <li>• The teacher seeks out opportunities for professional development to enhance content knowledge and teaching skills.</li> <li>• The teacher is available to assist other educators.</li> </ul>
	4f. Showing professionalism.	<ul style="list-style-type: none"> <li>• The teacher works within the context of a particular team or department to ensure that students receive a fair opportunity to succeed.</li> <li>• The teacher participates in team or departmental decision making.</li> </ul>

Adapted from Danielson, Charlotte. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Association for Supervision and Curriculum Development. Alexandria, Virginia.

## PERFORMANCE STANDARDS FOR TEACHERS

*(continued)*

*These performance standards are based on the Standards for Competent and Ethical Performance of Oregon Educators developed by the **Teacher Standards and Practices Commission**.*

COMPONENTS		PERFORMANCE STANDARDS
AREA 5  COMPETENT PERFORMANCE	5a. Demonstrating a commitment.	<ul style="list-style-type: none"> <li>• The teacher recognizes the worth and dignity of all persons.</li> <li>• The teacher encourages scholarship.</li> <li>• The teacher promotes democratic citizenship.</li> <li>• The teacher raises educational standards.</li> <li>• The teacher uses professional judgment.</li> </ul>
	5b. Curriculum and instruction.	<ul style="list-style-type: none"> <li>• The teacher uses state and district adopted curriculum and goals.</li> <li>• The teacher demonstrates skill in setting instructional goals and objectives expressed as learning outcomes.</li> <li>• The teacher uses subject matter appropriate to the individual needs of students.</li> <li>• The teacher uses student growth and development patterns to adjust instruction to individual needs.</li> <li>• The teacher demonstrates skill in the selection and use of teaching techniques conducive to student learning.</li> </ul>
	5c. Supervision and evaluation.	<ul style="list-style-type: none"> <li>• The teacher demonstrates ways to assess progress of individual students.</li> <li>• The teacher demonstrates skill in the use of assessment data to assist individual student growth.</li> <li>• The teacher demonstrates procedures for evaluating curriculum and instructional goals and practices.</li> <li>• The teacher demonstrates skill in the supervision of students.</li> </ul>
	5d. Management skills.	<ul style="list-style-type: none"> <li>• The teacher establishes and maintains classroom management that is conducive to learning.</li> <li>• The teacher uses and maintains district property, equipment, and materials appropriately.</li> <li>• The teacher uses and maintains student records as required by district policies and procedures.</li> <li>• The teacher uses district and school business and financial procedures appropriately.</li> <li>• The teacher uses district rules and regulations legally and reasonably.</li> </ul>
	5e. Human relations and communications.	<ul style="list-style-type: none"> <li>• The teacher is flexible in working with others.</li> <li>• The teacher demonstrates skill in communicating with students, staff, parents, and other patrons.</li> </ul>

## PERFORMANCE STANDARDS FOR TEACHERS

(continued)

*These performance standards are based on the Standards for Competent and Ethical Performance of Oregon Educators developed by the **Teacher Standards and Practices Commission**.*

<i>COMPONENTS</i>		<i>PERFORMANCE STANDARDS</i>
AREA 6	ETHICAL PERFORMANCE	<p>6a. Performing in an ethical manner.</p> <ul style="list-style-type: none"> <li>• The teacher treats confidential information appropriately.</li> <li>• The teacher refrains from exploiting professional relationships with any student for personal gain, or in support of persons or issues.</li> <li>• The teacher applies for and accepts a position of responsibility only on the basis of professional qualifications and adheres to the conditions of a contract or the terms of the appointment.</li> <li>• The teacher conducts professional business, including grievances, through established lawful and reasonable procedures.</li> <li>• The teacher strives for continued improvement and professional growth.</li> <li>• The teacher accepts no gratuities or gifts of significance that could influence judgment in the exercise of professional duties.</li> <li>• The teacher does not use the district's or school's name, property, or resources for non-educational benefit without approval of the educator's supervisor or the school board.</li> <li>• The teacher maintains the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty.</li> <li>• The teacher extends equal treatment to all members of the profession in the exercise of their professional rights and responsibilities.</li> </ul>

Adapted from Teacher Standards and Practices Commission. (1998). *Standards for Competent and Ethical Performance of Oregon Educators*. Oregon Administrative Rules, Chapter 584, Division 020.

**STANDARDS**

**FOR**

**COMPETENT & ETHICAL**

**PERFORMANCE OF OREGON**  
**EDUCATORS**

## **584-020-0000**

### **Application of Rules**

- (1) Oregon Administrative Rules 584-020-0005 through 584-020-0045 were adopted by the Teacher Standards and Practices Commission in accordance with Oregon Revised Statute 342.175(5).
- (2) OAR 584-020-0005 through 584-020-0045 may be used as criteria by the Teacher Standards and Practices Commission in matters pertaining to the revocation or suspension of licenses or registrations issued by the Commission under ORS 342.120 to 342.200, or the discipline of any license or registration holder or any person who has held a license or registration at any time within five years prior to issuance of the notice of charges under ORS 342.176.
- (3) The Commission determines whether an educator's performance is ethical or competent in light of all the facts and circumstances surrounding the educator's performance as a whole.
- (4) The Commission will promptly investigate complaints:
  - (a) The Commission may at its discretion defer action to charge an educator against whom a complaint has been filed under ORS 342.176 when the investigation report indicates that disciplinary action against the educator is pending at the local district level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the Commission shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator.
  - (b) The Executive Director shall regularly inform the Commission of the status of any complaints on which the Commission has deferred action.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TS 1-1987, f. & ef. 3-3-87; TS 2-1988, f. & cert. ef. 4-7-88; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99

## **584-020-0005**

### **Definitions**

The following definitions apply to Oregon Administrative Rules 584-020-0000 through 584-020-0045 unless otherwise indicated by context:

- (1) "Administrator": Any supervisory educator who holds a valid Oregon Administrative License or registration.
- (2) "Competent": Discharging required duties as set forth in these rules.
- (3) "Educator": Any licensed or registered person who is authorized to be engaged in the instructional program including teaching, counseling, administering, and supervising.
- (4) "Ethical": Conforming to the professional standards of conduct set forth in these rules.
- (5) "Sexual Conduct" includes:

- (a) The intentional touching of the breast or sexual or other intimate parts of a student;
  - (b) Causing, encouraging, or permitting a student to touch the breast or sexual or other intimate parts of the educator;
  - (c) Sexual advances or requests for sexual favors directed towards a student;
  - (d) Verbal or physical conduct of a sexual nature when directed toward a student or when such conduct has the effect of unreasonably interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment; or
  - (e) Verbal or physical conduct which has the effect of unreasonably interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment.
- (6) "Sexual harassment": Any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
- (a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
  - (b) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
  - (c) Such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.
- (7) "Teacher": Any person who holds a teacher's license as provided in ORS 342.125.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 & ORS 342.175 – ORS 342.190

Hist.: TS 5-1979, f. 12-29-79, ef. 1-1-80; TS 1-1987, f. & ef. 3-3-87; TS 2-1988, f. & cert. ef. 4-7-88; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 8-1998, f. & cert. ef. 12-9-98; TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99

## **584-020-0010**

### **The Competent Educator**

The teacher or administrator demonstrates a commitment to:

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



Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190  
Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80

#### **584-020-0015**

##### **Curriculum and Instruction**

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

(2) The competent teacher demonstrates:

(a) Use of state and district adopted curriculum and goals;

(b) Skill in setting instructional goals and objectives expressed as learning outcomes;

(c) Use of current subject matter appropriate to the individual needs of students;

(d) Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available; and

(e) Skill in the selection and use of teaching techniques conducive to student learning.

(3) The competent administrator demonstrates:

(a) Skill in assisting individual staff members to become more competent teachers by complying with state law, rules, and lawful and reasonable district policy and contracts;

(b) Knowledge of curriculum and instruction appropriate to assignment;

(c) Skill in implementing instructional programs through adequate communication with staff; and

(d) Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190  
Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83

#### **584-020-0020**

##### **Supervision and Evaluation**

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

(2) The competent teacher demonstrates:

- (a) Ways to assess progress of individual students;
- (b) Skill in the use of assessment data to assist individual student growth;
- (c) Procedures for evaluating curriculum and instructional goals and practices; and
- (d) Skill in the supervision of students.

(3) The competent administrator demonstrates:

- (a) Skill in the use of assessment data to provide effective instructional programs;
- (b) Skill in the implementation of the district's student evaluation program;
- (c) Skill in providing equal opportunity for all students and staff; and
- (d) Skill in the use of employee techniques appropriate to the assignment and according to well established standards which insure due process for the staff being evaluated.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83

#### **584-020-0025**

#### **Management Skills**

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

(2) The competent teacher demonstrates skills in:

- (a) Establishing and maintaining classroom management that is conducive to learning;
- (b) Using and maintaining district property, equipment, and materials appropriately;
- (c) Using and maintaining student records as required by district policies and procedures;
- (d) Using district and school business and financial procedures; and
- (e) Using district lawful and reasonable rules and regulations.

(3) The competent administrator demonstrates:

- (a) Skills in managing the school, its students, staff, and programs as required by lawful and reasonable district policies, rules, and regulations, state and federal laws and regulations, and other programs as assigned, and assures that staff is informed of these requirements; and

(b) Skills in planning and staff utilization.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83

### **584-020-0030**

#### **Human Relations and Communications**

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

(2) The competent teacher demonstrates:

(a) Willingness to be flexible in cooperatively working with others; and

(b) Skill in communicating with students, staff, parents, and other patrons.

(3) The competent administrator demonstrates:

(a) Skill in helping students, staff, parents, and other patrons to learn about the school and its program;

(b) Skills in communicating district and school goals to staff and public;

(c) Willingness to be flexible in cooperatively working with others; and

(d) Skill in reconciling conflict.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80

### **584-020-0035**

#### **The Ethical Educator**

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

(1) The ethical educator, in fulfilling obligations to the student, will:

(a) Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and family; and

(b) Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues.

(c) Maintain an appropriate professional student-teacher relationship by:

(A) Not demonstrating or expressing professionally inappropriate interest in a student's personal life;

(B) Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;

(C) Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator.

(2) The ethical educator, in fulfilling obligations to the district, will:

(a) Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;

(b) Conduct professional business, including grievances, through established lawful and reasonable procedures;

(c) Strive for continued improvement and professional growth;

(d) Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and

(e) Not use the district's or school's name, property, or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.

(3) The ethical educator, in fulfilling obligations to the profession, will:

(a) Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;

(b) Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and

(c) Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TS 7-1989, f. & cert. ef. 12-13-89; TSPC 8-1998, f. & cert. ef. 12-9-98

#### **584-020-0040**

#### **Grounds for Denial, Suspension, or Revocation of License, or Other Disciplinary Action**

(1) The Commission shall deny a license or registration to an applicant or revoke the license or registration of an educator who, has been convicted of any of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if convicted in another jurisdiction or convicted of attempt to commit such crimes as defined in ORS 161.405. Evaluation of crimes shall be based on Oregon laws in effect at the time of the conviction, regardless of the jurisdiction in which the conviction occurred. The crimes listed in ORS 342.143 are:

(a) ORS 163.095 -- Aggravated Murder;

(b) ORS 163.115 -- Murder;

- (c) ORS 163.185 -- Assault in the First Degree;
- (d) ORS 163.235 -- Kidnapping in the First Degree;
- (e) ORS 163.355 -- Rape in the Third Degree;
- (f) ORS 163.365 -- Rape in the Second Degree;
- (g) ORS 163.375 -- Rape in the First Degree;
- (h) ORS 163.385 -- Sodomy in the Third Degree;
- (i) ORS 163.395 -- Sodomy in the Second Degree;
- (j) ORS 163.405 -- Sodomy in the First Degree;
- (k) ORS 163.408 -- Unlawful Sexual Penetration in the Second Degree;
- (l) ORS 163.411 -- Unlawful Sexual Penetration in the First Degree;
- (m) ORS 163.415 -- Sexual Abuse in the Third Degree;
- (n) ORS 163.425 -- Sexual Abuse in the Second Degree;
- (o) ORS 163.427 -- Sexual Abuse in the First Degree;
- (p) ORS 163.435 -- Contributing to the Sexual Delinquency of a Minor;
- (q) ORS 163.445 -- Sexual Misconduct;
- (r) ORS 163.465 -- Public Indecency;
- (s) ORS 163.515 -- Bigamy;
- (t) ORS 163.525 -- Incest;
- (u) ORS 163.547 -- Child Neglect in the First Degree;
- (v) ORS 163.575 -- Endangering the Welfare of a Minor;
- (w) ORS 163.670 -- Using Child in Display of Sexually Explicit Conduct;
- (x) ORS 163.675 -- Sale or Exhibition of Visual Reproduction of Sexual Conduct by Child;
- (y) ORS 163.680 -- Paying for Viewing Sexual Conduct Involving a Child;
- (z) ORS 163.684 -- Encouraging Child Sexual Abuse in the First Degree;
- (aa) ORS 163.686 -- Encouraging Child Sexual Abuse in the Second Degree;
- (bb) ORS 163.687 -- Encouraging Child Sexual Abuse in the Third Degree;

- (cc) ORS 163.688 -- Possession of Materials Depicting Sexually Explicit Conduct of a Child in the First Degree;
- (dd) ORS 163.689 -- Possession of Materials Depicting Sexually Explicit Conduct of a Child in the Second Degree;
- (ee) ORS 164.325 -- Arson in the First Degree;
- (ff) ORS 164.415 -- Robbery in the First Degree;
- (gg) ORS 166.005 -- Treason;
- (hh) ORS 166.087 -- Abuse of a Corpse in the First Degree;
- (ii) ORS 167.007 -- Prostitution;
- (jj) ORS 167.012 -- Promoting Prostitution;
- (kk) ORS 167.017 -- Compelling Prostitution;
- (ll) ORS 167.062 -- Sadoomasochistic Abuse for Sexual Conduct in a Live Show;
- (mm) ORS 167.065 -- Furnishing Obscene Materials to Minors;
- (nn) ORS 167.070 -- Sending Obscene Materials to Minors;
- (oo) ORS 167.075 -- Exhibiting an Obscene Performance to a Minor;
- (pp) ORS 167.080 -- Displaying Obscene Materials to Minors;
- (qq) ORS 167.087 -- Disseminating Obscene Materials ;
- (rr) ORS 167.090 -- Publicly Displaying Nudity or Sex for Advertising Purposes;
- (ss) ORS 475.995 -- Distribution of Controlled Substances to Minors;
- (tt) ORS 475.999 -- Manufacture or Delivery of Controlled Substance to Minor or Student within 1,000 Feet of School.

(2) An applicant fails to meet the requirement of ORS 342.143 "good moral character" if the applicant engages in gross neglect of duty, gross misconduct, or other acts which are in violation of sections (1) or (3) of this rule.

(3) The Commission may initiate proceedings to suspend or revoke the license or registration of an educator under ORS 342.175 or deny a license or registration to an applicant under ORS 342.143 who:

- (a) Has been convicted of a crime not listed in section (1) of this rule, if the Commission finds that the nature of the act or acts constituting the crime for which the educator was convicted render the educator unfit to hold a license;
- (b) Is charged with knowingly making any false statement in the application for a license;
- (c) Is charged with gross neglect of duty; and

(d) Is charged with gross unfitness.

(4) Gross neglect of duty is any serious and material inattention to or breach of professional responsibilities. The following may be admissible as evidence of gross neglect of duty. Consideration may include but is not limited to:

(a) Knowing and substantial unauthorized use of: school name or financial credit; school materials or equipment for personal purposes; or school personnel to provide personal services unrelated to school business;

(b) Knowing and substantial unauthorized use of employment time or school resources for private purposes;

(c) Knowing falsification of any document or knowing misrepresentation directly related to licensure, employment, or professional duties;

(d) Unreasonable physical force against students, fellow employees, or visitors to the school, except as permitted under ORS 339.250;

(e) Violent or destructive behavior on school premises or at a school-sponsored activity;

(f) Any sexual conduct with a student;

(g) Appearing on duty or at any district-sponsored activity while under the influence of alcohol or any controlled substance;

(h) Unauthorized disclosure of student records information received in confidence by the educator under a statutory privilege;

(i) Deliberately assigning an educator in violation of licensure requirements;

(j) Resignation from a contract in violation of ORS 342.553;

(k) Knowing violation of any order or rule of the Commission;

(l) Sexual harassment;

(m) Knowing and willful failure of a chief administrator to report a violation of Commission standards as required by OAR 584-020-0041;

(n) Substantial deviation from professional standards of competency set forth in OAR 584-020-0010 through 584-020-0030;

(o) Substantial deviation from professional standards of ethics set forth in OAR 584-020-0035; and

(p) Subject to the exercise of any legal right or privilege, failure or refusal by an educator under investigation to respond to requests for information, to furnish documents or to participate in interviews with a Commission representative relating to a Commission investigation.

(q) Knowing and unauthorized use of school computer equipment to receive, store, produce or send sexually explicit materials.

(5) Gross unfitness is any conduct which renders an educator unqualified to perform his or her professional responsibilities. Conduct constituting gross unfitness may include conduct occurring outside of school hours and off school premises when such conduct bears a demonstrable relationship to the educator's ability to fulfill

professional responsibilities effectively. The following may be admissible as evidence of gross unfitness. Consideration may include but is not limited to:

- (a) Revocation, suspension or denial of a license by another state for reasons and through procedures that are the same as, or substantially equivalent to, those permitting similar action in Oregon;
- (b) Fraud or misrepresentation;
- (c) Conviction of violating any federal, state, or local law. A conviction includes any final judgment of conviction by a court whether as the result of guilty plea, no contest plea or any other means.
- (d) Commission of an act listed in OAR 584-020-0040(1);
- (e) Admission of or engaging in acts constituting criminal conduct, even in the absence of a conviction; and
- (f) Violation of a term of probation imposed by a court.

(6) In any proceeding brought under subsection (4)(h) of this rule, the Commission may not impose a sanction more severe than a suspension of the educator's license. In any proceeding brought under subsection (4)(j) of this rule, the Commission may not impose a sanction more severe than suspension of the educator's license for the remainder of the school year.

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1983, f. & ef. 7-21-83; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 2-1988, f. & cert. ef. 4-7-88; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1993, f. & cert. ef. 9-29-93; TS 5-1996, f. & cert. ef. 9-24-96; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 8-1998 f. & cert. ef. 12-9-98; TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 6-1999(Temp), f. & cert. ef. 9-20-99 thru 3-17-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 9-1999, f. & cert. ef. 11-22-99; TSPC 4-2000, f. & cert. ef. 7-17-00

#### **584-020-0041**

##### **Reporting Requirements**

(1) For purposes of this rule, "chief administrator" means the superintendent, head teacher or person designated by a school district board as district school clerk under ORS 332.515 of a common school district, union high school district or education service district; the director or chief administrative officer of the Oregon School for the Deaf and the Oregon School for the Blind; or the director or chief administrative officer of a private elementary or secondary school under ORS 345.505 to 345.585, regardless of whether the school is registered as a private school with the Department of Education.

(2) A chief administrator shall report to the Executive Director within 30 days the name of any person holding a teaching license or registration or participating in a practicum under OAR 584-017-0180, 584-017-0280, 584-017-0370, 584-017-0460, or 584-017-0465 when after appropriate investigation the chief administrator reasonably believes the person may have committed any act which may constitute one of the designated acts of gross neglect of duty under OAR 584-020-0040(4), subsections (a) to (i), (l), (m) or (q) or one of the designated acts of gross unfitness listed under OAR 584-020-0040(5), subsections (a) to (e).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 – ORS 342.190

Hist.: TS 4-1993, f. & cert. ef. 9-29-93; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 1-2001, f. & cert. ef. 1-17-01

#### **584-020-0045**



## Factors for Imposing Disciplinary Sanctions

The Commission may consider one or more of the following factors, as it deems appropriate, in its determination of what sanction or sanctions, if any, should be imposed upon a finding that an educator has violated any standard set forth in OAR 584-020-0040:

- (1) If the misconduct or violation is an isolated occurrence, part of a continuing pattern, or one of a series of incidents.
- (2) The likelihood of a recurrence of the misconduct or violation.
- (3) The educator's past performance.
- (4) The extent, severity, and imminence of any danger to students, other educators, or the public.
- (5) If the misconduct was open and notorious or had negative effects on the public image of the school.
- (6) The educator's state of mind at the time of the misconduct and afterwards.
- (7) The danger that students will imitate the educator's behavior or use it as a model.
- (8) The age and level of maturity of the students served by the educator.
- (9) Any extenuating circumstances or other factors bearing on the appropriate nature of a disciplinary sanction.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1983, f. & ef. 7-21-83

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**COLLECTIVE**

**BARGAINING**

**AGREEMENT**

# **COLLECTIVE BARGAINING AGREEMENT**

## **ARTICLE 8**

### **EVALUATION**

#### A. Purpose

The purpose of an evaluation is to observe, record and assess the current performance of the teacher's job responsibilities.

#### B. Procedures

1. At the beginning of the school year all teachers will be provided with copies of evaluation policies, procedures, criteria and forms.
2. A pre-evaluation interview shall be arranged to establish performance goals based upon job description and performance standards and any other concerns or basis for evaluation the District wishes to consider. All concerns forming the basis of the evaluation will be itemized at the pre-evaluation interview.
3. All evaluations shall be in writing and, in part, be based upon written criteria, which include the performance goals as well as any other concerns or basis for evaluation the District wishes to consider.
4. A post-evaluation interview shall be mutually scheduled to discuss the results of the evaluation.
5. If a teacher is determined by the District to need to be placed on a written plan of assistance, such plan shall be given to the teacher and discussed in the presence of a Council witness. If a teacher is formally notified that failure to improve may result in dismissal or non-renewal the teacher shall be permitted representation for the remainder of the evaluation process.
6. When a written plan of assistance is completed, the District shall notify the teacher in writing of satisfactory or unsatisfactory completion.
7. Observations of performance shall be conducted openly.

**OREGON**

**REVISED**

**STATUTES**

**342.850 Teacher evaluation; personnel file content.** (1) The district superintendent of every school district, including superintendents of education service districts, shall cause to have made at least annually but with multiple observations an evaluation of performance for each probationary teacher employed by the district. The purpose of the evaluation is to aid the teacher in making continuing professional growth and to determine the teacher's performance of the teaching responsibilities. Evaluations shall be based upon at least two observations and other relevant information developed by the district.

(2)(a) The district school board shall develop an evaluation process in consultation with school administrators and with teachers. If the district's teachers are represented by a local bargaining organization, the board shall consult with teachers belonging to and appointed by the local bargaining organization in the consultation required by this paragraph.

(b) The district school board shall implement the evaluation process that includes:

(A) The establishment of job descriptions and performance standards which include but are not limited to items included in the job description;

(B) A preevaluation interview which includes but is not limited to the establishment of performance goals for the teacher, based on the job description and performance standards;

(C) An evaluation based on written criteria which include the performance goals;

(D) A post-evaluation interview in which:

(i) The results of the evaluation are discussed with the teacher; and

(ii) A written program of assistance for improvement is established, if one is needed to remedy any deficiency specified in ORS 342.865 (1)(a), (d), (g) or (h); and

(E) The utilization of peer assistance whenever practicable and reasonable to aid teachers to better meet the needs of students. Peer assistance shall be voluntary and subject to the terms of any applicable collective bargaining agreement. No witness or document related to the peer assistance or the record of peer assistance shall be admissible in any proceeding before the Fair Dismissal Appeals Board, or in a probationary teacher nonrenewal hearing before a school board under ORS 342.835, without the mutual consent of the district and the teacher provided with peer assistance.

(c) Nothing in this subsection is intended to prohibit a district from consulting with any other individuals.

(3) Except in those districts having an average daily membership, as defined in ORS 327.006, of fewer than 200 students, the person or persons making the evaluations must hold teaching licenses. The evaluation shall be signed by the school official who supervises the teacher and by the teacher. A copy of the evaluation shall be delivered to the teacher.

(4) The evaluation reports shall be maintained in the personnel files of the district.

(5) The evaluation report shall be placed in the teacher's personnel file only after reasonable notice to the teacher.

(6) A teacher may make a written statement relating to any evaluation, reprimand, charge, action or any matter placed in the teacher's personnel file and such teacher's statement shall be placed in the personnel file.

(7) All charges resulting in disciplinary action shall be considered a permanent part of a teacher's personnel file and shall not be removed for any reason. A teacher shall have the right to attach the teacher's response, or other relevant documents, to any document included under this subsection.

(8) The personnel file shall be open for inspection by the teacher, the teacher's designees and the district school board and its designees. District school boards shall adopt rules governing access to personnel files, including rules specifying whom school officials may designate to inspect personnel files.

(9) A program of assistance for improvement or evaluation procedure shall not be technically construed, and no alleged error or unfairness in a program of assistance for improvement shall cause the overturning of a dismissal, nonextension of contract, nonrenewal of contract or other disciplinary action unless the contract teacher suffered a substantial and prejudicial impairment in the teacher's ability to comply with school district standards. [1971 c.570 §5; 1973 c.298 §3; 1973 c.458 §1; 1977 c.881 §3; 1979 c.598 §1; 1979 c.668 §2a; 1987 c.663 §1; 1989 c.491 §29; 1997 c.864 §9]

**EVALUATION**

**TIMELINES**

## EVALUATION PROCEDURES TIMELINE

COMPLETION DATE	<i>ACTIVITY TO BE COMPLETED</i>	PROBATIONARY TEACHERS	CONTRACT TEACHERS ON AN EVALUATION CYCLE	CONTRACT TEACHERS ON NON-EVAL. CYCLE
<i>Evaluation Cycles</i>		<b>Annually for 3 Years</b>	<b>Once every 3 years or as needed</b>	<b>Two years between eval. cycles</b>
Fall Inservice, Upon Hire, or Upon Revision	Distribution and explanation of Evaluation Procedures Manuals including: <ul style="list-style-type: none"> <li>• Job Description</li> <li>• Performance Standards</li> <li>• Evaluation Procedures</li> <li>• Evaluation Timeline</li> <li>• Evaluation Forms</li> </ul>	<b>X</b>	<b>If revisions only</b>	<b>If revisions only</b>
September 30	Goal Conferences including Pre-Evaluation Interviews	<b>X</b>	<b>X</b>	<b>X</b>
Oct. 1 – Jan. 30	Informal Observations and Drop-In Visits: <ul style="list-style-type: none"> <li>• To collect data</li> <li>• To reinforce appropriate performance</li> <li>• To focus on refinements needed</li> <li>• To monitor teacher performance</li> </ul>	<b>X</b>	<b>X</b>	<b>X</b>
October 30	First Formal Observation and Written Observation Report	<b>X</b>	<b>X</b>	
December 15	Second Formal Observation and Written Report	<b>X</b>	<b>X</b>	
January 30	Post-Evaluation Interview Final Evaluation Forms Completed	<b>X</b>	<b>X</b>	
February 1	Administrator Recommendations for Contracts	<b>X</b>	<b>X</b>	<b>X</b>
March Board Meeting	Board Takes Action on Contracts: <ul style="list-style-type: none"> <li>• Probationary Teachers</li> <li>• Contract Teachers</li> </ul>	<b>X</b>	<b>X</b>	<b>X</b>
March 15	Teachers Are Notified of Board Action	<b>X</b>	<b>X</b>	<b>X</b>
April 15	Teachers Must Return Letters of Intent Verifying Acceptance or Rejection of Contract	<b>X</b>	<b>X</b>	<b>X</b>
May 15 – June 1	End-of-Year Goal Conferences (off-year teachers only): <ul style="list-style-type: none"> <li>• Goal Completion</li> <li>• Teacher's Written Self-Reflection</li> <li>• Conference Discussion</li> <li>• Goal-Setting for Next Evaluation Cycle</li> </ul>			<b>X</b>

## Temporary Teachers:

For temporary teachers serving more than two months, administrators shall be required to make at least one formal observation and multiple informal observations. If the temporary teacher teaches 135 days or more, he/she should be treated as a first year probationary teacher. The administrator must complete a summative evaluation of the teacher's performance and follow the timeline required for probationary teachers.

<i>Length of Service</i>	<b>Number of Observations</b>
Less than Two Months	No observations, but multiple drop-in visits and informal observations must be conducted.
Two to Four Months	One written informal observation must be completed.
Four to Six Months	One formal observation must be completed.
More than 135 Days	Same procedure and timeline as for probationary teachers must be followed.



## PROBATIONARY TEACHER - EVALUATION TIMELINE

Projected Completion Date	Evaluation Activity	Description of Activity
At the New Teacher Orientation or upon Hire	Distribution of Evaluation Manuals	First-Year Teachers should receive a copy of the Evaluation Manual which includes: <ul style="list-style-type: none"> <li>• Job Description</li> <li>• Performance Standards</li> <li>• Evaluation Procedures</li> <li>• Evaluation Timeline</li> <li>• Evaluation Forms</li> </ul>
September 30	Goal Conference	The administrator meets with all probationary teachers by this date to discuss the evaluation procedures and the supervision process. Performance goals are identified, based on the job description, performance standards, and other criteria.
October 1 through January 30	Informal Observations and Drop-In Visits	The administrator makes frequent informal observations and drop-in visits of the probationary teacher's performance throughout the school year.
October 30	First Formal Observation	The administrator meets with each probationary teacher and completes the first observation cycle: <ul style="list-style-type: none"> <li>• Pre-observation conference</li> <li>• Formal observation</li> <li>• Post-observation conference</li> </ul>
December 15	Second Formal Observation	The administrator meets with each probationary teacher and completes the second observation cycle: <ul style="list-style-type: none"> <li>• Pre-observation conference</li> <li>• Formal observation</li> <li>• Post-observation conference</li> </ul>
January 30	Post-Evaluation Interview, Final Evaluation and Recommendation for Renewal or Non-Renewal	The administrator completes the state evaluation form and attachments and the following tasks are completed: <ul style="list-style-type: none"> <li>• The administrator makes a recommendation for the renewal or non-renewal of the probationary teacher's contract for the next school year.</li> <li>• The administrator and teacher meet to discuss the results of the evaluation.</li> <li>• A written program of assistance for improvement is established, if one is needed to remedy any deficiency.</li> <li>• The evaluation materials are forwarded to the District Office to be filed in the teacher's personnel file.</li> </ul>
By February 1	Administrator Recommendation	The Administrator makes a recommendation to the Superintendent for the renewal or non-renewal of each probationary teacher's contract.
March Board Meeting	Board Action	The Superintendent makes a recommendation to the Board for the renewal or non-renewal of each probationary teacher's contract. The Board takes action to approve the Superintendent's recommendations.
March 15	Notification	The probationary teacher is given written notice of the renewal or non-renewal of the contract for the following school year. If renewed, a new evaluation cycle begins and runs through next February.
April 15	Acceptance or Rejection	The probationary teacher must notify the board in writing of acceptance or rejection of the contract for the next school year.
April - June	New Evaluation Cycle Begins with Goal-Setting for the Next School Year	The administrator and probationary teacher collaboratively identify goals for improving the teacher's performance for the next school year.

## CONTRACT TEACHER - STANDARD THREE-YEAR EVALUATION TIMELINE

The timelines set forth below are intended to assist the administrator in meeting the district's expectations and requirements for evaluation of contract teachers:

Projected Completion Date	Evaluation Activity	Description of Activity
During teacher inservice at the beginning of the school year or upon any revision.	Distribution of Evaluation Manuals	Should there be any changes in any of the evaluation procedures or materials, the administrator will meet with all returning teachers and provide copies of the changes: <ul style="list-style-type: none"> <li>• Job Description</li> <li>• Performance Standards</li> <li>• Evaluation Procedures</li> <li>• Evaluation Timeline</li> <li>• Evaluation Forms</li> </ul>
<i>September 30</i>	Goal Conference	The administrator meets with each contract teacher who is scheduled for a standard evaluation by this date to discuss the evaluation procedures and the supervision process. Performance goals shall be identified, based on the job description, performance standards, and other criteria.
October 30	First Formal Observation	The administrator meets with each contract teacher and completes the first observation cycle: <ul style="list-style-type: none"> <li>• Pre-observation conference</li> <li>• Formal observation</li> <li>• Post-observation conference</li> </ul>
December 15	Second Formal Observation	The administrator meets with each contract teacher and completes the second observation cycle: <ul style="list-style-type: none"> <li>• Pre-observation conference</li> <li>• Formal observation</li> <li>• Post-observation conference</li> </ul>
January 30	Post-Evaluation Interview, Final Evaluation and Recommendation for Contract Extension or Non-Extension	The administrator completes the District evaluation form and attachments and the following tasks are completed: <ul style="list-style-type: none"> <li>• The administrator makes a recommendation for the extension or non-extension of the teacher's contract for an additional year.</li> <li>• The administrator and teacher meet to discuss the results of the evaluation.</li> <li>• If the contract is not extended, a written program of assistance for improvement is established to remedy any deficiency.</li> <li>• The evaluation materials are forwarded to the District Office to be filed in the teacher's personnel file.</li> </ul>
March Board Meeting	Board Action	The Superintendent makes a recommendation to the Board for the extension or non-extension of the contract teacher's contract. The Board takes action to approve the Superintendent's recommendations.
March 15	Notification	The contract teacher is notified in writing of the Board's action by the Superintendent.
April 15	Letter of Intent	The teacher must sign and return the letter of intent indicating either the intent to return to work for the district for the next school year or the intent to resign.
May 15-June 1	End-of-Year Conference and Goal-Setting for the Next School Year	The administrator and contract teacher meet to identify goals for improving the teacher's performance for the next school year.

**EVALUATION**

**FORMS**



# Gervais School District #1

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A culture of Diversity, Technology and Academic Excellence

*We, with the involvement of our culturally rich community, will provide a creative, enriching and safe environment,  
which instills a desire to become a life-long learner and a responsible citizen.*

## TEACHER EVALUATION FORM

Name: \_\_\_\_\_  
Assignment: \_\_\_\_\_

Status: \_\_\_\_\_  
School: \_\_\_\_\_

**Instructions:** This evaluation is based on the individual's performance goals, job description and performance standards. Use additional pages if needed. Additional pages must be signed and dated.

1. In what ways has the teacher met, failed to meet, or exceeded the performance standards, performance goals, and teaching responsibilities?
2. In what areas has the teacher shown development and growth in the teaching profession?
3. In what specific areas does the teacher need to demonstrate additional development and growth?

4. Supervisor's Recommendation       Continuation of Employment       Termination of Employment       Other

Comments:

5. Teacher's Response, if desired:

The following attachments are a part of this report:

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's  
Signature

\_\_\_\_\_  
Date

**GERVAIS SCHOOL DISTRICT #1  
PERFORMANCE GOALS**

*Goal No. \_\_\_\_\_ of \_\_\_\_\_*

<i>Teacher Name</i> _____	<b>Status</b>
<i>School</i> _____	<input type="checkbox"/> <b>Temporary</b>
<i>Assignment</i> _____	<input type="checkbox"/> <b>Probationary</b>
<i>Date</i> _____	<input type="checkbox"/> <b>Contract</b>

**I. Performance Goal Statement:**

**II. Activities Planned for Goal Accomplishment:** *(Include projected date of completion where appropriate.)*

**III. Monitoring Procedures:** *(Include activities, techniques, or procedures for measuring goal accomplishment. Also include projected dates, where appropriate, by which monitoring will occur.)*

**IV. Performance Standard or Job Description Indicator to Which This Goal Relates:**

**V. Projected Date of Completion of This Goal is** \_\_\_\_\_.

\_\_\_\_\_  
**Teacher Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Administrator Signature**

\_\_\_\_\_  
**Date**

**GERVAIS SCHOOL DISTRICT #1  
PRE-OBSERVATION FORM**

Teacher Name _____ School _____ Assignment _____ Date _____	<b>Status</b> <input type="checkbox"/> Temporary <input type="checkbox"/> Probationary <input type="checkbox"/> Contract
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- I. **What are your objectives for this lesson?**
  
- II. **Which teaching strategies will you use to make this lesson clear, memorable and practical?**
  
- III. **How will student achievement of the lesson objectives be assessed?**
  
- IV. **Please describe which state standards this lesson will address**
  
- V. **Please provide a lesson outline on a separate sheet.**
  
- VI. **What are specific areas you would like me to observe (lesson flow, questioning patterns, student on-task analysis, individual/group behavior, etc.)?**
  
- VII. **Will I need any other information?** [Please provide a seating chart]

\_\_\_\_\_  
**Teacher Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Administrator Signature**

\_\_\_\_\_  
**Date**

**GERVAIS SCHOOL DISTRICT #1  
POST-OBSERVATION FORM**

**Formal Observation**

**Informal Observation**

<i>Teacher Name</i> _____	<i>Status</i>
<i>School</i> _____ <i>Assignment</i> _____	<input type="checkbox"/> <i>Temporary</i>
<i>Subject or Class Observed</i> _____	<input type="checkbox"/> <i>Probationary</i>
<i>Date of Observation</i> _____	<input type="checkbox"/> <i>Contract</i>

**I. Summary of Observation and Analysis of Lesson:**

**II. Conclusions Discussed:**

**III. Plans for Next Observation:**

\_\_\_\_\_  
**Teacher Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Administrator Signature**

\_\_\_\_\_  
**Date**

**GERVAIS SCHOOL DISTRICT #1  
INFORMAL OBSERVATION FORM**

*Teacher Name* \_\_\_\_\_

*School* \_\_\_\_\_

**Assignment** \_\_\_\_\_

**Observation Date** \_\_\_\_\_

Observations:

Strengths observed:

I had a concern or question about:

Comments:

\_\_\_\_\_  
**Administrator Signature**

\_\_\_\_\_  
**Date**

This form is generally maintained in the building working files as documentation of the observation and conference. When deemed appropriate by the administrator, it may be attached to the evaluation form when the summative evaluation is completed in accordance with ORS 342.850.

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**GERVAIS SCHOOL DISTRICT #1  
INFORMAL OBSERVATION FORM**

*Teacher Name* \_\_\_\_\_

*School* \_\_\_\_\_

**Assignment** \_\_\_\_\_

**Observation Date** \_\_\_\_\_

Observations:

Strengths observed:

I had a concern or question about:

Comments:

\_\_\_\_\_  
**Administrator Signature**

\_\_\_\_\_  
**Date**

This form is generally maintained in the building working files as documentation of the observation and conference. When deemed appropriate by the administrator, it may be attached to the evaluation form when the summative evaluation is completed in accordance with ORS 342.850.



**LICENSED**

**JOB**

**DESCRIPTIONS**