



SOUTH UMPQUA SCHOOL DISTRICT

Unlocking Unlimited Potential in Every Student

PROFESSIONAL GROWTH AND EVALUATION

HANDBOOK

Revised 2025

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SUSD Professional Growth and Evaluation Handbook

The South Umpqua School District Licensed Professional Growth and Evaluation Handbook is the culmination of work initiated by the 2025 South Umpqua School District Evaluation Committee. Thank you to our committee members for their dedication and professional contribution!

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The South Umpqua School District Licensed Evaluation Handbook aligns with the Oregon Department of Education's Educator Evaluation Guidance: [Educator Evaluation Guidance Summary](#) and meets all requirements for licensed teacher evaluation and support in Oregon.

The purpose of the district's evaluation program is to promote equitable outcomes where all students, regardless of background, are ready for college, careers, and engaged citizenship by ensuring the following outcomes:

- ❖ Improved student learning at all schools and for all students
- ❖ Continuous professional growth for teachers and leaders throughout their careers
- ❖ Effective teachers in every classroom
- ❖ Effective leaders in every school
- ❖ Reduced achievement gaps between the highest and lowest performing student groups, while increasing achievement and success for every student

All evaluation documents and forms, as well as written communication between licensed teacher and evaluator are housed, managed, and may be accessed through a digital platform.

ROLES AND RESPONSIBILITIES

In the South Umpqua School District Professional Growth and Evaluation Process

Educator Roles and Responsibilities:

- Understand and implement the South Umpqua School District Professional Growth and Evaluation System.
- Take personal responsibility for attaining and maintaining proficient or distinguished practice.
- Complete a beginning-of-cycle self-assessment and develop and implement a Professional Growth Plan.
- Engage in professional growth activities.
- Collect and share artifacts and other evidence of professional practice and professional responsibilities with the supervisor.
- Actively participate in ongoing communication with the supervisor regarding areas of strength, areas for improvement, and opportunities for growth.
- Collaborate with the supervisor to complete activities within established timelines.
- Meet with supervisor to review evidence and progress on the Professional Growth Plan and complete an end-of-cycle self-assessment (if requested by supervisor).
- Participate in the Summative Evaluation Conference.

Evaluator Roles and Responsibilities:

- Understand and implement and/or guide licensed staff in the South Umpqua School District Professional Growth and Evaluation System.
- Schedule meetings with licensed staff within the established timelines.
- Lead staff in professional growth activities.
- Actively participate in ongoing communication with licensed staff regarding areas of strength, areas for improvement, and opportunities for growth.
- Collaborate with licensed staff to complete activities within established timelines.
- Meet with licensed staff to review evidence and progress on the Professional Growth Plan.

Components of the SUSD Licensed Evaluation Cycle□



Self-Assessment: During the self-assessment phase of the evaluation, teachers will evaluate their performance on the rubric. Teachers will self-identify areas of strength and improvement. The self-assessment rubric is intended to be a tool for identifying needs and seeking support or offering help to others in need of support. This document may or may not be shared with the administrator, however it is intended to assist in the collaborative goal setting process with the administrator.

Goal Setting:

- a. **Professional Goals:** Annually, the teacher will conduct a self-assessment. Based on that information the teacher will identify goals aligned with the standard of professional practice. The teacher and principal will collaboratively review the evaluation rubric determine final goals for the teacher. At least one professional growth goal will be selected and written in **SMART** goal format. A **SMART** Goal is one that is **(S)** specific, **(M)** measurable, **(A)** attainable, **(R)** realistic and **(T)** timely.
- b. **Student Learning and Growth Goals:** The teacher will set at least two Student Learning and Growth goals using **SMART** goal format. Goals may be developed individually or through collaboration with their PLC group(s). A **SMART** Goal is one that is **(S)** specific, **(M)** measurable, **(A)** attainable, **(R)** realistic and **(T)** timely.
 - ♦ Multiple Measure of Student Progress: Teachers are expected to utilize multiple measures of student learning when developing a SMART goal chosen from the following categories:
 - State and national measures (e.g. OSAS data)
 - District Benchmark Assessment data
 - School-wide or classroom-based measures

Formal and Informal Observations: Formal observations are scheduled in advance and include required planning documents from the teacher, as well as a pre-observation meeting with the principal. Informal observations are unscheduled drop-in visits which may occur at any time.

Monitoring and Support:

Monitoring: The teacher will be provided with formal observation data. Formal observation data will be presented to the teacher in the form of written feedback from administrators after formal observations.

Support: Either the principal or the teacher may initiate support. The teacher or administrator may request time to observe other teachers, receive observation data from others, attend professional development or plan collaboratively with their PLC group, a coach or administrator.

Mid-year Review: Administrator and teacher will meet to reflect on teacher's areas of strength and growth related to mid-year data such as observations, teacher artifacts, progress towards goals, work performance, Student Growth Goals, etc. During this conference the administrator and teacher will identify any adjustments to strategies and/or additional supports required.

Formative Assessment/Evaluation: Evaluations will be based upon formal and informal observations and other relevant information such as, progress toward goals, work performance, collection of evidence, etc. These items will be considered by the principal and reflected on the rubric document. The teacher and principal will meet to review the information and both parties will have an opportunity to summarize thoughts for current needs/strengths as well as future professional growth needs. Feedback through professional conversations promotes awareness of growth that has occurred and highlights professional growth needs.

Summative Evaluation: This step is the culmination of multiple formal and informal observations, professional conversations, collection of evidence etc. The principal will assess the teacher using the 2022 Danielson Framework for Teaching rubrics and rating scales.

Observations:

Supervisor's observations of practice serve as a primary source of evidence of Classroom/Work Environment and Instruction/Service Delivery. South Umpqua School District supervisors will conduct two types of observations: informal observations, and formal observations.

Walkthrough observations may also occur at any time. Walkthroughs are brief, unannounced observations usually lasting less than ten minutes. Walkthroughs may include observations at meetings. Written feedback is not typically provided. Walkthroughs may contribute to professional conversations or informal observations.

Informal Observations consist of scheduled and unannounced observations that last a minimum of 15 minutes. These observations include written feedback, and a minimum of two will also be face-to-face meetings.

Formal Observations consist of a pre-observation conference, a scheduled observation that lasts a minimum of 30 minutes, and a post-observation conference. Additional topics of discussion around professional practice may be included in the formal observation process. The supervisor will provide written feedback.

Frequency of Observations:

- Probationary (One Year) Cycles:
 - 1 Formal Observation
 - 4 Informal Observations
- Contract/Regular (Two Year) Cycles – ***On-Cycle***:
 - 1 Formal Observation
 - 3 Informal Observations
- Contract/Regular (Two Year) Cycles – ***Off-Cycle***:
 - 0 Formal Observation
 - 3 Informal Observations

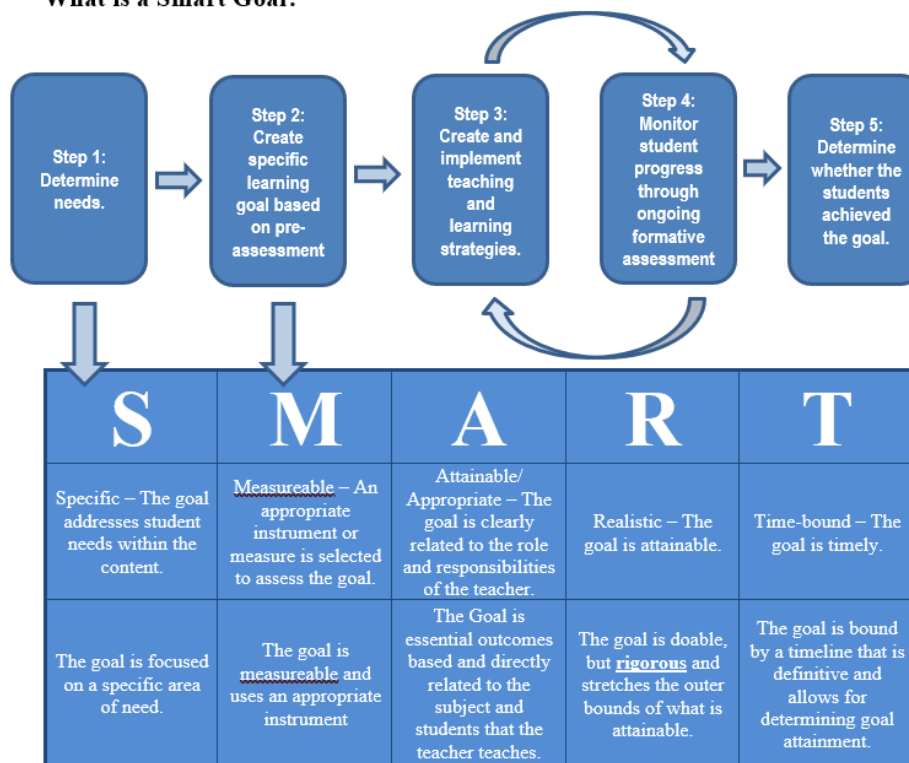
Goal Setting:

Rigorous, measurable goals provide a clear path for educators to measure student learning and growth. Student Learning and Growth Goals (SLGs), are written in collaboration with the assigned evaluator, who approves the goals. SLGs drive the work toward improved student achievement.

SLGs must be written in the *SMART* goal format. SMART goals have five critical components:

- Specific-Descriptors are well defined and the outcome is clear.
- Measurable -Goals must be stated in quantifiable terms.
- Attainable -Goals must provide a stretch that inspires people to aim higher but is achievable.
- Results Oriented/Realistic -Represents a worthwhile objective and focuses on important results.
- Time bound -Goals must include a timeline showing when goals should be completed.

What is a Smart Goal?



Goal Setting Requirements: Teachers, in collaboration with their supervisors/evaluators, will establish at least two student learning and growth (SLG) goals and identify measures that will be used to determine goal attainment. They will also specify what evidence will be provided to document progress on each goal.

Teachers should set goals based on the standards to which they instruct. For those teachers who provide instruction in academic content areas, at least one of the two goals set must reflect the standards of the content area they teach. The content of the other goal can reflect non-academic goals for students. This can include goals focused on student engagement and/or social, emotional and behavioral health. For those teachers who do not provide instruction in academic content areas goals should reflect the standards to which they instruct

Evaluation Timeline for Teachers

Completed by:	Probationary Teachers	Contract Teachers (ON YEAR)	Contract Teachers (OFF YEAR)
August – September	Gather baseline data to use when writing goals.	Gather baseline data to use when writing goals.	Gather baseline data to use when writing goals.
October 15	<ul style="list-style-type: none"> Self-Assessment Professional Growth Goal (PGG) Student Learning & Growth Goals (SLGG) Conference with administrator to discuss goals. 	<ul style="list-style-type: none"> Self-Assessment Professional Growth Goal (PGG) Student Learning & Growth Goals (SLGG) Conference with administrator to discuss goals. 	<ul style="list-style-type: none"> Professional Growth Goal (PGG) Student Learning & Growth Goals (SLGG) Conference with administrator to discuss goals.
December 15	<ul style="list-style-type: none"> Minimum of 2-3 Observations Completed (for a combined minimum of 1 formal and 4 informal observations required annually) 	<ul style="list-style-type: none"> Minimum of 2-3 Observations Completed (for a combined minimum of 1 formal and 3 informal observations required annually) 	<ul style="list-style-type: none"> Minimum of 2-3 Observations Completed (for a combined minimum of 0 formal and 3 informal observations required annually)
January 30	<ul style="list-style-type: none"> Mid-Year Goals Conference 	<ul style="list-style-type: none"> Mid-Year Goals Conference 	<ul style="list-style-type: none"> Mid-Year Goals Conference
February 15	<ul style="list-style-type: none"> Formal and/or Informal observations 		
March	<ul style="list-style-type: none"> Board action on renewal/extension Notification of employment 	<ul style="list-style-type: none"> Formal and/or Informal Observations Board action on renewal/extension Notification of employment 	<ul style="list-style-type: none"> Informal observations Board action on renewal/extension Notification of employment
May/June	<ul style="list-style-type: none"> End of Year Goals Conference Summative Evaluation – prior to last work day for teachers 	<ul style="list-style-type: none"> Informal observation End of Year Goals Conference Summative Evaluation – prior to last work day for teachers 	<ul style="list-style-type: none"> Possible informal observation End of Year Goals Conference

All applicable laws related to evaluation, and retention or non-renewal of staff will be followed.

Program of Assistance for Improvement

Program of Assistance plans are written for contract teachers whenever deficiencies have been identified. Program of Assistance plans are intended to assist the teacher in improving his/her teaching to the expected level of performance in the stated area(s) of deficiency.

- a. A teacher will be notified by the supervisor when it has been determined that a Program of Assistance for Improvement is necessary. While developing the plan, the supervisor will solicit input from the teacher.
- b. The supervisor is required to consult with the Superintendent and Human Resources Coordinator prior to placing a teacher on a Program of Assistance for Improvement.
- c. Program of Assistance for Improvement plans may be proposed at any time during a school year when the need is observed. In order to give the teacher maximum opportunity for improvement, improvement plans will be proposed as soon as the need is known and be in effect for sufficient time to remedy the noted deficiency(ies).
- d. Evaluation(s) and documentation completed by the parties shall become part of the Program of Assistance for Improvement and shall be kept in the employee's personnel file.
- e. If the deficiency is remedied within the timelines of the improvement plan, the plan will be considered completed. If the deficiency is not remedied within the timelines, the teacher's non-renewal or dismissal may be recommended to the board.

Evaluation Tool

2022 Danielson Framework for Teaching

South Umpqua School District uses the 2022 Charlotte Danielson Framework for Teaching. The Danielson Framework for Teaching was developed by Charlotte Danielson as a tool to identify the aspects of a teacher's responsibilities that have been documented through research as promoting improved student learning. The framework is a research-based set of instructional components that is currently used in 45 states and is an approved evaluation tool through the Oregon Department of Education.

The Danielson Framework consists of four domains:

- ❖ Domain 1: Planning and Preparation
 - 1a: Applying Knowledge of Content and Pedagogy
 - 1b: Knowing and Valuing Students
 - 1c: Setting Instructional Outcomes
 - 1d: Using Resources Effectively
 - 1e: Planning Coherent Instruction
 - 1f: Designing and Analyzing Assessments
- ❖ Domain 2: Learning Environments
 - 2a: Cultivating Respectful and Affirming Environments
 - 2b: Fostering a Culture for Learning
 - 2c: Maintaining Purposeful Environments
 - 2d: Supporting Positive Student Behavior
 - 2e: Organizing Spaces for Learning
- ❖ Domain 3: Learning Experiences
 - 3a: Communicating About Purpose and Content
 - 3b: Using Questioning and Discussion Techniques
 - 3c: Engaging Students in Learning
 - 3d: Using Assessment for Learning
 - 3e: Responding Flexibly to Student Needs
- ❖ Domain 4: Principled Teaching
 - 4a: Engaging in Reflective Practice
 - 4b: Documenting Student Progress
 - 4c: Engaging Families and Communities
 - 4d: Contributing to School Community and Culture
 - 4e: Growing and Developing Professionally
 - 4g: Acting in Service of Students

These domains are broken down into a total of 22 components. Each component contains from one to five elements. All observation forms and evaluation documents are aligned to the 2022 Danielson Framework for Teaching.

DIFFERENTIATED LEVELS OF PERFORMANCE

The Danielson 2022 rubrics are designed using four levels of performance that represent a continuum of increased growth and development in professional practice and expertise. The levels of performance are intended to support self-assessment and reflection, inform professional conversations between educators and supervisors, and suggest areas for further growth and learning.

They are:

Unsatisfactory: The educator performing at the unsatisfactory level does not yet show evidence of understanding the concepts underlying the framework. Performance at the unsatisfactory level represents practice that may negatively impact student growth and learning and requires supervisory intervention.

Basic: Professional practice at the basic level shows evidence of requisite knowledge and skills. Performance is sporadic, intermittent, or not entirely successful. This level requires supervisory guidance.

Proficient: The educator performing at the proficient level demonstrates evidence of thorough knowledge and skills of all aspects of professional practice. Practitioners at the proficient level thoroughly know their content and their students; they have a strong repertoire of strategies and activities to use with students; and they can adjust practice easily as needed.

Distinguished: Professional practice at the distinguished level demonstrates the highest level of commitment to student growth and learning, expertise, and individual/collaborative professional growth. Distinguished-level performance is very high performance; as Danielson phrases it, “Distinguished-level performance is a good place to visit, but don’t expect to live there.”

Evaluation Document

Domain 1: Planning and Preparation

	Unsatisfactory	Basic	Proficient	Distinguished
1a Applying Knowledge of Content and Pedagogy	The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teacher's understanding of content and pedagogy partially supports student learning of the content.	The teacher's understanding of content and pedagogy supports student learning of the content.	The teacher's understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
1b Knowing and Valuing Students	The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths and needs, partially supports learning and development.	The teacher's knowledge of students supports learning and development and enables the teacher to build upon student assets.	The teacher's knowledge of students is extensive and fosters student learning and development to support academic and personal success.
1c Setting Instructional Outcomes	Instructional outcomes are not identified, are not rigorous, or are inappropriate.	Instructional outcomes are moderately rigorous and are appropriate for most students in the class.	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking.
1d Using Resources Effectively	The teacher is not aware of, or does not appropriately or effectively use instructional materials and other resources to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support student learning and development.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.
1e Planning Coherent Instruction	The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning.
1f Designing and Analyzing Assessments	There is no plan for assessment, or the assessments will not provide evidence that students have learned the intended outcomes.	Assessments will partially help the teacher know that students have learned or are learning the intended outcomes.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and students.	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.

Evaluation Document

Domain 2: Learning Environments

	Unsatisfactory	Basic	Proficient	Distinguished
2a Cultivating Respectful and Affirming Environments	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
2b Fostering a Culture for Learning	The culture of the class is not conducive to learning and does not support development.	The culture of the class is partially conducive to learning and development.	The culture of the class is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.
2c Maintaining Purposeful Environments	Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures, established or managed primarily by the teacher and taught explicitly to students, support opportunities for student learning and development.	Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.
2d Supporting Positive Student Behavior	There is little evidence of explicit modeling, instruction, or guidance related to positive student behaviors.	Positive behaviors are modeled by the teacher and occasionally taught explicitly.	Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.
2e Organizing Spaces for Learning	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.

Evaluation Document

Domain 3: Learning Experiences

	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating About Purpose and Content	Communication about purpose and content is unclear or confusing and hinders student learning.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.
3b Using Questioning and Discussion Techniques	Questioning and discussion are absent, low-level, or do not support learning and development.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.
3c Engaging Students in Learning	Learning experiences do not require active intellectual engagement by students.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take initiative to increase the challenge or complexity of learning experiences; they think critically about a variety of issues and offer solutions; and they make suggestions for modification that increase meaning and relevance.
3d Using Assessment for Learning	Formative assessment is not used during instruction or is not aligned to the instructional purpose of the lesson.	Formative assessment partially supports student learning and development.	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges.
3e Responding Flexibly to Student Needs	The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modification or spark new learning opportunities.

Evaluation Document

Domain 4: Principled Teaching

	Unsatisfactory	Basic	Proficient	Distinguished
4a Engaging in Reflective Practice	The teacher does not appear to engage in reflective practice or misjudges the success of instruction.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	The teacher consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting students who need it most.
4b Documenting Student Progress	There is no system for documenting student progress or the system is ineffective at communicating progress to students and families.	The teacher documents some aspects of student progress, in a manner that is accessible to students and families.	The teacher documents student progress toward mastery, focusing on the attainment of learning and developmental goals; students have access to and engage in reflection on their progress.	Students monitor progress toward mastery and their own attainment of learning and development goals; they regularly analyze and discuss their progress with the teacher and their families.
4c Engaging Families and Communities	The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student.
4d Contributing to School Community and Culture	The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	The teacher makes some contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action.	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families.
4e Growing and Developing Professionally	The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others.	The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.	The teacher appropriately exercises autonomy to direct professional learning for themselves and their peers, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.
4f	The teacher acts unethically and does not understand the needs of	The teacher acts ethically and attempts to make deliberate	The teacher models high standards of ethical practice and wise decision-	The teacher is a leader in the school in defining and upholding high standards of

Acting in Service of Students	students or make decisions in their best interest.	decisions in the best interest of students, families, and colleagues.	making on behalf of students, families, and colleagues.	ethical practice and modeling wise decision-making that honors the inherent worth and dignity of each and every student and prioritizes their needs.
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The Ethical Educator, OAR 584-020-0035

In addition to the Performance Standards, all licensed staff are required and expected to comply with OAR 584-020-0035, Ethical Educator and OAR 584-036-011, Responsibilities of Teachers:

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 the student's family;
- (b) Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues; and
- (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; and
 - (D) Honoring appropriate adult boundaries with students in conduct and conversations at all times.

(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 or purposes 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.

Responsibilities of Teachers, OAR 584-036-0011

A teacher performs one or more of the following tasks: plans instruction, establishes a classroom climate conducive to learning, implements plans for instruction, evaluates student achievement, and appropriately directs instructional assistants:

(1) Plans for Instruction. Examples of planning include, but are not limited to:

- (a) Selects or writes learning goals that are based upon district objectives, Oregon Board of Education directives, and the physical and mental maturity of the students;
- (b) Determines the current achievement level of the students with respect to the learning goals;
- (c) Establishes objectives for a unit of instruction, formulates daily lessons and evaluates students' attainment of learning goals;
- (d) Adapts unit and lesson plans for exceptional learners and for students from varying cultural, social, and linguistic backgrounds;
- (e) Selects and organizes instructional materials and equipment for the units of instruction;
- (f) Designs instructional activities to achieve unit and lesson objectives; and
- (g) Estimates the time required for direct instruction, students' practice and application, and evaluation of student learning.

(2) Establishes a classroom climate conducive to learning by students. Examples of establishing conducive climate include, but are not limited to:

- (a) Communicates classroom rules and behavioral expectations based upon the level of development of students and laws governing student rights and responsibilities;
- (b) Applies principles of sex equity, racial justice, and least restrictive environment for disabled students;
- (c) Recognizes the effects of the physical, social, and emotional climate of the students' homes and community on student motivation and behavior;
- (d) Encourages appropriate behavior and provides meaningful reinforcement when it occurs;
- (e) Monitors student conduct and takes appropriate action when misbehavior occurs;
- (f) Interacts thoughtfully and courteously with students, colleagues, and parents and resolves conflicts in a professional manner;

- (g) Uses classroom time effectively to provide maximum time on learning tasks;
 - (h) Manages instructional transitions; and
 - (i) Coordinates the use of parent volunteers, student assistants, and other support personnel to achieve instructional objectives.
- (3) Implements Plans for Instruction. Examples of instruction include, but are not limited to:
- (a) Organizes students to engage in planned learning activities;
 - (b) Communicates learning outcomes to be achieved and focuses student interest on tasks to be accomplished;
 - (c) Provides instruction using a variety of instructional techniques to achieve planned objectives;
 - (d) Monitors the effectiveness of learning activities and modifies the pace and content of instruction as needed to achieve unit and lesson objectives; and
 - (e) Uses techniques that promote critical thinking and problem solving and that encourage divergent as well as convergent thinking.
- (4) Evaluates Student Achievement. Examples of evaluation include, but are not limited to:
- (a) Selects and uses tests, observation, student interviews, and other formal and informal assessment procedures to determine the extent to which each student has achieved the objectives of the lesson and/or unit of instruction;
 - (b) Grades and records the students' progress, prepare anecdotal records, and reports achievement to students and parents;
 - (c) Summarizes the data on student achievement in relationship to instructional objectives;
 - (d) Uses data on student achievement to refine curriculum objectives and to plan further instruction; and
 - (e) Documents teaching effectiveness through assembling and analyzing samples of students' work.
- (5) Directs Instructional Assistants. Examples of directing instructional assistants include, but are not limited to:
- (a) Delegates specific instructional tasks to be performed for individual students or groups of students in accordance with the skills and abilities of each instructional assistant;
 - (b) Trains the assistant in the instructional tasks to be performed under the teacher's supervision;
 - (c) Supervises and assesses the performance of delegated instructional tasks and adjusts delegated tasks as necessary;
 - (d) Assumes full accountability for effectiveness and safety of tasks delegated to instructional assistants.