

# Eugene School District 4J

Code: GCN  
Adopted: 7/02/73  
Readopted: 8/15/77; 8/17/88; 12/11/12;  
6/19/13  
Orig. Code(s): 3400

## **Professional Development Growth Plan and Teacher Effectiveness System** (Teacher Evaluation)

The teacher is the key to a quality educational program, and a sound teacher evaluation program is an important tool in the improvement of instruction, assessing performance, and making decisions that are in the best interest of the students and teachers. Under board policy, administrators are charged with the responsibility of evaluating the licensed teaching staff in order to assess the effectiveness, growth and performance of individual teachers in meeting the expectations of their assignments at a given point in time. Evaluation is based on board policies, Eugene School District 4J Standard for Effective Teaching, Oregon Revised Statutes, Senate Bill 290, The Oregon Framework for Teacher and Administrator Evaluation and Support Systems, the Interstate Teacher Assessments and Support Consortium (In TASC Standards) of the Council of Chief State School Officers (CCSSO) as adopted by the Teacher Standards and Practices Commission (TSPC), and other district and state procedures and regulations. An evaluation system allows the teacher and the district to measure student growth and the teacher's growth and effectiveness, as well as, providing a tool for supervisors who are responsible for making decisions about promotion, retention, contract renewal, contract extension, dismissal and discipline.

This evaluation program is designed to:

1. Strengthen the knowledge, skills, disposition and classroom practices of teachers;
2. Refine the support, assistance and professional growth opportunities offered to a teacher, based on the needs of the teacher and the needs of the school and district;
3. Allow the teacher to establish a set of classroom practices and student learning objectives that are based on the individual circumstances of the teacher, including classroom and other assignments;
4. Establish a formative growth process for each teacher that supports professional learning and collaboration with other teachers;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the teacher;
6. Provide an opportunity for teachers to set goals and objectives and get administrative response to them;
7. To have formal and informal observation of their teaching and their performance of other duties and responsibilities;
8. To receive verbal and written comments and suggestions for improvement from supervisors; and

9. To have clear opportunities to make improvement within specific timelines.  
The district attempts to hire qualified people capable of filling the roles for which they are hired. Experience has shown that a high percentage of those hired are successful; however, there are some persons who will not perform at a satisfactory level. Regardless of the assistance given, it is not always possible for all persons to reach a satisfactory level of performance. The Accountability for Schools for the 21st Century Law recognizes this fact and provides a three-year probationary period to allow the district an opportunity to make judgments regarding a teacher's performance before contract status is awarded.

### **Core Teaching Standards**

The Eugene School District 4J Standards for Effective Teaching:

1. Consider multiple measures of teacher effectiveness that encompass a range of appropriate administrative behaviors. These measures use multiple evaluation methods that utilize multiple measures to evaluate teacher performance which may include, but is not limited to:
  - a. Student performance;
  - b. Student assessment;
  - c. Classroom-based assessments, including observations, lesson plans and assignments;
  - d. Portfolios of evidence;
  - e. Supervisor reports; and
  - f. Self-reflections and assessments.
2. Consider evidence of student academic growth and learning based on multiple measures of student progress, including student performance data;
3. Is research-based;
4. Has been separately developed for classroom teachers and specialist; and
5. Has been customized to meet the needs of the district, teachers and students;
6. Consists of four (4) performance level ratings of effectiveness as defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems;
7. Are based on significant consideration of student learning, which may include, but is not limited to:
  - a. Schoolwide academic growth, as determined by the statewide assessment system implemented by the Oregon Department of Education under ORS 329.485;
  - b. Formative and summative assessments; and
  - c. Classroom-level student learning goals set collaboratively between teachers and evaluators.

END OF POLICY

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**Legal Reference(s):**

[ORS 243.650](#)

[ORS 332.505](#)

[ORS 342.850](#)

[OAR 581-022-1720](#)