
Core Teaching Standards

The core teaching standards¹ must:

1. Consider multiple measures of teacher effectiveness that encompasses a range of appropriate teaching 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 assessment, 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. Be research based;
4. Be separately developed for each teacher; and
5. Be customized to Powell Butte Community Charter School, which may include individualized weighting and application of standards.

Local evaluation and support systems established by Powell Butte Community Charter School for teachers must be:

1. Designed with the four performance level ratings of effectiveness as defined in the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*;

¹ Performances, essential knowledge and critical dispositions for each standard are contained within the Interstate Teacher Assessment and Support Consortium (InTASC) core teaching standards.

2. Based on significant consideration of student learning, which may include, but is not limited to:

- a. School-wide academic growth, as determined by the statewide assessment 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.

3. On a regular cycle.

The administrator shall regularly report to the Board on implementation of the evaluation and support systems of educator effectiveness.

END OF POLICY
