

Appendix E: Glossary

Artifacts	A piece of evidence provided by the educator that is not necessarily observable through direct observation. Examples of artifacts might include lesson and unit plans, samples of student work, or certificates of completion of professional development courses or seminars.
Building File	This file is the supervisor's building working file and contains evaluation materials, in-service records and other official records.
Classroom Observation	Any instance during which an evaluator enters a classroom for the purpose of observing instructional practices and classroom interactions.
Contract Status	The status granted to an educator after working successfully in the district for three years.
Conference	It is understood that accurately evaluating a teacher's performance is much more than observing a teacher in the classroom. Information about many of the standards can only be obtained through conversations and conferences with teachers. Supervisors evaluate information from conferences when completing the Standards Review Form.
Cultural Responsiveness	The knowledge, attitudes, skills, and practices that allow individuals to form relationships, and create learning environments that support academic achievement and personal development of learners from diverse racial and cultural groups. Cultural Responsiveness includes: <ul style="list-style-type: none"> • Recognizing the educational impact of race and culture • Addressing demographic inequities in achievement • Building relationships across racial and cultural differences • Adapting curriculum to reflect racial and cultural diversity • Ongoing self-reflection about one's cultural competence.
District Personnel File	The official employment file kept in the Human Resources Department at the district office.
Educator	The licensed professional staff member who is being evaluated. The term does not include substitute teachers, PAT unit members with Extended Responsibility only, administrators or other district employees outside the PAT bargaining unit.
Evaluation Cycle	A continuous process of assessment that begins with sharing the Handbook for Professional Growth Evaluation Report. The timelines of the evaluation cycle vary according to the educator's status (temporary, probationary or contract).and Evaluation and goal setting and ends with submitting a Summative
Evaluation Timeline	The timelines of the evaluation process vary according to the educator's status (temporary, probationary, or contract).
Evaluator	The licensed administrator who is responsible for observing the educator and writing the Summative Evaluation. No member of the bargaining unit shall be the individual responsible for the evaluation of another unit member.
Evidence	Data collected, behavior observed, and/or artifacts that support the ratings given by the evaluator on the rubric.
Formal Observation	A scheduled classroom visit by an evaluator, requiring both a Pre- and Post-Observation Conference. A formal observation lasts an entire class period. Following all formal observations, the evaluator will have a follow-up discussion with the educator regarding the evidence pertaining to the standards and provide written documentation to the educator.
Framework	The PPS rubric that represents the comprehensive nature of an educator's responsibilities reflected in his or her daily work. The framework has four domains, each referring to a distinct aspect of teaching, and a rating scale based on four performance levels.
Goal Setting Conference	A conference that is held at the beginning of the school year in collaboration with the educator and evaluator to discuss and determine the data sources/collections that will be used during the evaluation period; to create specific SMART goals related to student progress; and to identify key methods of support for the continuous growth and

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	development of the educator to improve student academic progress and educator effectiveness.
Handbook for Professional Growth and Evaluation	The document outlining the evaluation process of educators in Portland Public Schools.
Informal Observation	Gathering of information about an educator's job performance at any time through planned or spontaneous encounters. These observations are generally shorter in length than a formal observation.
Observation Year	The school year in which an educator is formally observed and evaluated on the summative evaluation form. Every year is an observation year for probationary educators, and one year out of three is an observation year for Contract educators.
Program of Assistance for Improvement	A plan designed to assist an educator with improving performance and to meet performance expectations
Performance Levels	Levels that are used throughout the evaluation system. Levels are used to rate educators on the performance standard based on the following scale: Unsatisfactory, Developing, Proficient, and Distinguished.
Post-Observation Conference	A face-to-face meeting between the educator and the evaluator after a formal observation, to share/discuss data gathered during the observation and to review progress toward goals.
Pre-Observation Conference	A face-to-face meeting between the educator and the evaluator before a formal observation, allowing time for the educator to share information about his/her students and about the lesson to be observed
Probationary Status	The status granted to an educator during his/her first three years of employment in the district.
Professional Growth Plan	A written plan describing SMART goals and strategies for an educator to improve his or her professional practice.
Self-Reflection	The educator uses this form to reflect on their professional practice; this form is shared with the evaluator prior to their summative conference.
S.M.A.R.T. Goal	A goal that is Specific and Strategic, Measurable, Action-oriented, Rigorous, Realistic and Results-focused, and Timed and Tracked.
Summative Evaluation	Written document summarizing the teacher's performance that outlines the educator's performance over an evaluation cycle compared to his/her job description and established standards explained in the PPS Framework
Summative Evaluation Meeting	Meeting at the end of the evaluation process between the educator and the evaluator to review progress toward goals, evidence gathered through observations and artifacts. At this meeting the evaluator shares the written summative evaluation document to review the educator's professional growth accomplishments.
Supervised Year	This is the second year of the evaluation process in which the educator with contract status sets SMART goals, has a goal setting conference with the evaluator and is an active participant in the formal observation process that results in a summative evaluation.
Supported Year	This is the first year of the evaluation process in which the educator with contract status continues to work on his/her performance goals and the evaluator may perform informal observations.
Temporary Status	Status granted to any educator who is employed to fill a vacancy designated as temporary.