

Portland Public School District 1st Reading

DATE OF FIRST READING: November 16, 2021

PUBLIC COMMENT FOR

Policy Rescissions:

- 5.20.080-P Evaluation Of Teachers
- 3.20.011-P Planning Time

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

Last Date for Comment: December 07, 2021

Summary:

Policy Rescissions:

- 5.20.080-P Evaluation Of Teachers
- 3.20.011-P Planning Time

1st Reading by:

Julia Brim-Edwards

Portland Public School Board

Recommended for a 1st Reading by:

Portland Public Schools Board of Education
Policy Committee

Draft Policy Web Site: <https://www.pps.net/Page/11911>

Contact: Rosanne Powell, Senior Board Manager

Address: P.O. Box 3107, Portland, OR 97208-3107

Telephone: 503-916-3741

E-mail: schoolboard@pps.net

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3.20.011-P Planning Time

Important contributions to good education can accrue from professional planning and in-service programs which involve the entire staff of the district. In recognition of this and for the purpose of conducting such meetings, the Board may incorporate into the regular school calendar time during which students will not attend school.

Legal References: ORS 332.075 (1)(a); OAR 581-022-1620

History: Adpt 6/71; Amd 9/9/02; BA 2419



5.20.080-P Evaluation Of Teachers

(1) Evaluation of Employee Performance.

- (a) A program of systematic evaluation of employee performance is essential, both for determining fitness for retention as a member of the staff, and as a basis for guidance and assistance in improving competencies and performance.
- (b) It is the expectation of the Board that new teachers will look upon the probationary years as a time when extensive development of teaching skills should occur and when the foundation for continuous growth should be established and that each tenure teacher shall be continuously concerned with the evaluation of his/her own performance, with continuous professional growth, and with the increasingly effective use of all district instructional resources. Administrative evaluations shall reflect high standards of expectation for teacher performance. In keeping with state law, which empowers the Board to dismiss a probationary teacher for any reason it deems in good faith sufficient, it shall not be required of administrators that they prove incompetence when not recommending a probationary teacher for a subsequent contract. Teachers whose competence and performance do not, in the judgment of the administrative staff, meet the district's standards shall not be recommended for permanent status.
- (c) The performance standards for district teachers and the evaluation process with respect to their services shall be governed by this policy and the "Portland School District Teacher Evaluation Process," described in Board Resolution No. 8505, adopted September 22, 1980 as thereafter amended from time to time. The performance standards described therein are subject to amendment only by the Board. The remaining sections, exclusive of the "Job Descriptions," but including all procedural steps described therein, are adopted by the Board but are subject to amendment from time to time on the authority of the superintendent. The content of the "Job Descriptions" (with the exception of that for the superintendent) is established on the authority of the superintendent and is subject to amendment on the authority from time to time. The superintendent shall supplement the "Portland School District Teacher Evaluation Process" booklet, above described, with appropriate administrative directives and regulations, as deemed necessary to implement the process.

5.20.080-P Evaluation Of Teachers

(2) Multiethnic Education — Standard of Performance.

- (a) The competent teacher in subjects with multiethnic dimensions includes appropriate multiethnic themes in lesson plans and instruction, including historical or other information as to cultures having significant impact on the world, nation or community.
- (b) The competent teacher and administrator are aware of and appreciate cultural diversity and the importance of communication skills reflecting sensitivity to the feelings of all persons, regardless of their race, color, religion, sex, age or national origin and do such preparation and take such training as is necessary to develop such awareness and appreciation in herself or himself.
- (c) The competent administrator takes appropriate steps within his/her responsibilities to cause the elements in a. and b. above to be reflected in the school instructional program and evaluates those teachers and administrators subject to his/her evaluation and supervision with respect to their performance regarding a. and b. above. The level of competent performance required shall be determined by the professional judgment of the supervisor of the teacher or administrator.

Legal References: ORS 243.650; ORS 332.505; ORS 342.850; OAR 581-022-1720

History: Adpt. 6/71; Amd. 9/71; Amd. 1/8/79; Amd. 8/25/80; Amd. 9/22/80