Oregon Framework for Teacher and Administrator Evaluation and Support

STATE GUIDELINES FOR EDUCATOR EVALUATION

OREGON
DEPARTMENT OF EDUCATION

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Introduction

The Oregon Framework outlines requirements for local evaluation and support systems aligned to state law and rule. Based on the standards of professional practice, the Oregon Framework guides the development of local evaluation systems that promote professional growth and improved teaching and leadership practice. Implementation of a sound evaluation system is critical to producing equitable outcomes where student success is no longer predictable based on race, socio-economics, language, and family background.

Educator effectiveness is critical for improving learning and achievement for all students. To that end, implementation of educator evaluation systems is aligned with district and school improvement, part of the state's system of accountability and support to help students, educators, buildings, and districts move toward the state's 40/40/20 Goal for improving educational attainment.

In the face of increasing evidence that valid and reliable evaluations must include multiple, authentic measures of student learning rather than rely on a single standardized test score, Oregon and its stakeholders, educators, and experts are united in the following commitments:

- No public reporting of individual teacher data
- Not supporting the use of standardized assessment data as the sole measure of student learning
- Not supporting student growth as the sole component on which to base evaluation
- Agreement that for an educator evaluation system to drive improvement of student outcomes, the data and information it provides must be used to improve instructional practices

Summary of Changes

The Oregon Framework for Teacher and Administrator Evaluation and Support describes state requirements for district evaluation systems. Changes from the previous version of the Framework include:

1. A reset to pre-COVID requirements for Oregon evaluation and support systems, bringing Oregon back into alignment with requirements and practices that were interrupted or paused during the pandemic, and

2. Clarified guidance around goal setting and measures of evidence. *(Multiple Measures).*

Overview of the Oregon Framework

The purpose of the Oregon Framework is to provide guidance for implementation of state and federal requirements as districts develop or align their local evaluation and support systems. The framework provides state criteria (required elements) that ensure local evaluation systems are rigorous and designed to support professional growth, accountability and student learning and growth of each student. The five required elements outlined below establish the parameters for all local evaluation and support systems. Districts align their systems to these elements, but have flexibility in their local design and implementation. Local systems must meet or exceed state criteria.

Required Elements in Teacher and Administrator Evaluation and Support Systems:

1. **Standards of Professional Practice.** The state adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards define what teachers and administrators should know and be able to do to ensure that every student is ready for college, careers and engaged citizenship in today's world.

2. **Differentiated (4) Performance Levels.** Teacher and administrator performance on the standards of professional practice are measured on four performance levels.

3. **Multiple Measures**. Multiple sources of data are used to measure teacher and administrator performance on the standards of professional practice. Evaluators look at evidence from three categories: professional practice, professional responsibilities, and student learning and growth.

4. **Evaluation and Professional Growth Cycle**. Teachers and administrators are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment, and summative evaluation.

5. **Aligned Professional Learning**. Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's or administrator's evaluation and his/her need for professional growth.

School districts are required to develop or modify their evaluation systems in collaboration with administrators, teachers, and their exclusive bargaining representatives.[1] A collaborative process involving teachers and administrators will result in meaningful evaluations and a stronger evaluation system. Resources for implementation of the Oregon Framework are provided in the Educator Effectiveness Toolkit.

Background

An effective educator workforce is essential for improving student learning and achieving the state's 40/40/20 Goal:

> *Senate Bill 253 establishes the goal in law that, by 2025, every Oregon student should earn a high school diploma – one that represents a high level of knowledge and skills. Eighty percent must continue their education beyond high school – with half of those earning associate's degrees or professional/technical certificates, and half achieving a bachelor's degree or higher. This goal, often referred to as the "40/40/20 Goal," gives Oregon the most ambitious high school and college completion targets of any state in the country.*

In 2013, under the leadership of former Governor John Kitzhaber, the Oregon Education Investment Board (OEIB) proposed key strategic investments to support Oregon's attainment of 40/40/20. Key to this work was a revitalization of the education profession and the establishment of a Network for Quality Teaching and Learning. Conceptualized and passed by the Oregon Legislature in HB 3233, the Network provided funding for a comprehensive system of support for educators that creates a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across

[1] *ORS 342.850 (2)(a); OAR 581-022-2410*

the P-20 system. With the passage of legislation in 2017, the Educator Advancement Council (EAC) was created and now supports 10 Regional Educator Networks (RENs) in continuing this work.

The state will not meet the demanding requirements for improving student achievement without effective teachers and leaders. Oregon educational partners and stakeholders are working collaboratively to create a supportive state policy infrastructure focused on educator effectiveness leading to improved student learning. Oregon's framework for evaluations has been built on a strong foundation of legislative action and collaborative support, as part of a coherent and comprehensive system of educator effectiveness.

Together, Oregon partners and stakeholders are developing a comprehensive educator effectiveness system spanning the career continuum of teachers and leaders, including preparation, licensing, induction, mentoring, professional learning, and educator evaluation. Organizations that have played key roles in Oregon's educator effectiveness efforts include:

- Oregon Legislature
- Office of the Governor
- Oregon Department of Education
- Oregon Education Association
- Confederation of Oregon School Administrators
- Oregon School Boards Association
- Teacher Standards and Practices Commission
- Oregon School Personnel Association
- Oregon School Districts
- Committee of Practitioners
- Oregon University System
- Oregon Coalition for Quality Teaching and Learning
- Oregon Association of Colleges for Teacher Education
- Stand for Children
- Chalkboard Project
- Northwest Regional Comprehensive Center
- Oregon Leadership Network
- State Consortium on Educator Effectiveness

State Legislation, Rules, and Policy

ORS 342.120 – 342.971 outline state requirements related to licensure, evaluation and educator support. Significant bills enacted during Oregon's 2011[2], 2013[3], 2015[4], and 2017[5] Legislative sessions resulted in amendments to these statutes. ORS 342.856 and OAR 581-022-2410 articulate the requirements of district evaluation systems, to which the Oregon Framework is aligned.

Oregon Revised Statute 342.856

1) The State Board of Education, in consultation with the Teacher Standards and Practices Commission, shall adopt core teaching standards to improve student academic growth and learning by:
    a) Assisting school districts in determining the effectiveness of teachers and administrators and in making human resource decisions; **and**
    b) Improving the professional development and the classroom and administrative practices of teachers and administrators.
2) The core teaching standards adopted under this section must:

[2] *SB 290; HB 3474; SB 252*
[3] *HB 3233*
[4] *HB 2186*
[5] *SB 182*

a) Take into consideration multiple measures of teacher effectiveness, based on widely accepted standards of teaching that encompass a range of appropriate teaching behaviors and that use multiple evaluation methods;
b) Take into consideration evidence of student academic growth and learning based on multiple measures of student progress, including performance data of students, schools and school districts;
c) Be research-based;
d) Be separately developed for teachers and administrators; **and**
e) Be able to be customized for each school district, which may include individualized weighting and application of standards.

3) The core teaching standards adopted under this section must attempt to:
   a) Strengthen the knowledge, skills, disposition and classroom and administrative practices of teachers and administrators in public schools;
   b) Refine the support, assistance and professional growth opportunities offered to a teacher or an administrator, based on the individual needs of the teacher or administrator and the needs of the students, the school and the school district of the teacher or administrator;
   c) Allow each teacher or administrator to establish a set of classroom or administrative practices and student learning objectives that are based on the individual circumstances of the teacher or administrator, including the classroom or other assignments of the teacher or administrator;
   d) Establish a formative growth process for each teacher and administrator that supports professional learning and collaboration with other teachers and administrators; **and**
   e) Use evaluation methods and professional development, support and other activities that are based on curricular standards and that are targeted to the needs of each teacher and administrator.
4) A school district board must include the core teaching standards adopted under this section for all evaluations of teachers and administrators of the school district. The standards shall be customized based on the collaborative efforts of the teachers and administrators of the school district and the exclusive bargaining representative of the employees of the school district. [2011 c.729 §2; 2011 c.729 §4]

Oregon Administrative Rule 581-022-2410

ODE must ensure districts implement teacher and principal evaluation and support systems consistent with state adopted guidelines.

(1) A school district board shall include the core teaching standards and administrator standards adopted by the State Board for all evaluations of teachers and administrators of the school district occurring on or after July 1, 2013. The standards shall be customized based on the collaborative efforts of the teachers and administrators of the school district and the exclusive bargaining representative of the employees of the school district and be separately developed for teachers and administrators.
(2) Local evaluation and support systems established by school districts for teachers and administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:
   (a) Four performance level ratings of effectiveness;

(b) For teachers, classroom-level student learning and growth goals set collaboratively between teachers and evaluators;
(c) Consideration of multiple measures of teacher and administrator practice and responsibility which may include, but are not limited to:
(A) Classroom-based assessments including observations, lesson plans and assignments;
(B) Portfolios of evidence;
(C) Supervisor reports;
(D) Self-reflections and assessments.
(d) Consideration of evidence of student academic growth and learning based on multiple measures of student progress, including performance data of students, schools, and school districts that is both formative and summative. Evidence may also include other indicators of student success;
(e) A summative evaluation method for considering multiple measures of professional practice, professional responsibilities and student learning and growth to determine the educator's professional growth path
(f) Customization for each school district, which may include individualized weighting and application of standards.

(3) Evaluations using the core teaching and administrator standards must attempt to:
(a) Strengthen the knowledge, skills, disposition and classroom and administrative practices of teachers and administrators in public schools;
(b) Refine the support, assistance and professional growth opportunities offered to a teacher or an administrator, based on the individual needs of the teacher and administrator and the needs of the students, the school and the school district;
(c) Allow each teacher or administrator to establish a set of classroom or administrative practices and student learning objectives that are based on the individual circumstances of the teacher or administrator, including the classroom or other assignments of the teacher or administrator;
(d) Establish a formative growth process for each teacher and administrator that supports professional learning and collaboration with other teachers and administrators;
(e) Use evaluation methods and professional development, support and other activities that are based on curricular standards and that are targeted to the needs of each teacher and administrator; and
(f) Address ways to help all educators strengthen their culturally responsive practices.

(4) Local evaluation and support systems established by school districts must evaluate teachers and administrators on a regular cycle.

(5) District superintendents shall regularly report to their governing boards on implementation of their local evaluation and support systems and educator effectiveness.

Stat. Auth: ORS 342.805 - 342.937
Stats. Implemented: 2011 OL Ch. 729 Sec. 2 (Enrolled SB 290)
Hist.: ODE 21-2011, f. & cert. ef. 12-15-11; ODE 23-2012, f. & cert. ef. 8-1-12; ODE 11-2015(Temp), f. & cert. ef. 7-15-15 thru 1-10-16; Administrative correction, 1-22-16; ODE 33-2016, f. & cert. ef. 5-5-16

Purpose and Goals of Evaluation

Effective teaching and leadership matter. Within the school environment, teachers and administrators have the most impact in creating equity and excellence for each and every student. Teachers and administrators have a challenging task in meeting the needs of an educationally diverse student population, and meaningful evaluations are necessary to provide educators with the support, recognition, and guidance needed to sustain and improve their efforts. Evaluation systems must be designed comprehensively to go beyond the use of personnel decision making to inform the growth process across the system and to measure a full range of performance across different settings. The primary goal of elevating teaching, leading, and learning throughout the systems cannot be accomplished with summative assessment alone.

Undertaking the work of designing, implementing, and monitoring an effective evaluation and support system for educators is both complex and time consuming; however, based upon the powerful correlation between teacher and principal effectiveness to student learning and growth, this work is imperative and of the utmost importance.

The ultimate goal of strengthening teacher and leader evaluation systems in Oregon is to ensure 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 and district
- Reducing achievement gaps between the highest and lowest performing student groups, while increasing achievement and success for every student

The Oregon Framework for Teacher and Administrator Evaluation and Support Systems creates a fair and equitable system to measure teacher and leader effectiveness. Purposes of the evaluation and support systems are to:

- Strengthen support and professional growth opportunities for teachers and administrators based on their individual needs in relation to the needs of students, school, and district
- Strengthen the knowledge, dispositions, performances and practices of teachers and administrators to improve student learning
- Assist school districts in determining effectiveness of teachers and administrators in making human resource decisions.

Defining Teacher and Administrator Effectiveness

Development of evaluation and support systems should begin with defining the terms "effective" teacher and "effective" administrator. The Educator Effectiveness Workgroup developed the definitions below which reflect the adopted Model Core Teaching Standards (OAR 581-022-2415) and Educational Leadership/Administrator Standards (OAR 581-022-2420).

Teacher Effectiveness

Effective teachers in the state of Oregon have the essential knowledge, critical dispositions and performances needed to promote the success of every student through high expectations, challenging

learning experiences, a deep understanding of the content, effective instructional practice, and professional responsibility.

By demonstrating proficiency in the adopted teaching standards, effective teachers improve student learning and growth by providing instruction that enables all students regardless of their background to meet and exceed ambitious goals and standards for student learning. Effective teachers empower every student to take ownership of his or her own learning and leverage diverse student assets to promote learning for all students.

Through implementation of the Common Core State Standards (CCSS), effective teachers integrate cross-disciplinary skills to help students master content and apply knowledge and skills to explore ideas, propose solutions, develop new understandings, solve problems, and imagine possibilities. They strive to eliminate achievement gaps and to prepare diverse student populations for postsecondary and workforce success.

Effective teachers use assessment data to monitor each learner's progress formatively, adjust instruction as needed, provide feedback to learners, and document learner progress against standards using multiple sources of evidence. They also analyze student learning outcomes to plan meaningful learning opportunities, customize instruction for students with a wide range of individual and cultural differences, and incorporate new technologies to maximize and individualize learning experiences.

Effective teachers understand that helping all students succeed cannot happen in isolation; they engage in intensive professional learning, peer and team collaboration, continuous self-reflection, consultation with families, and ongoing study of research and evidence-based practice. Effective teachers demonstrate leadership by encouraging transparency and contributing to positive changes in practice which advance the profession. They also lead by modeling ethical behavior, taking responsibility for the learning and well-being of all students, and supporting a shared vision and collaborative culture. Effective teachers communicate high expectations to students and their families, in particular those who have historically been left behind/marginalized, and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. They perform all duties according to the ethical and competent standards set by the Teacher Standards and Practices Commission.

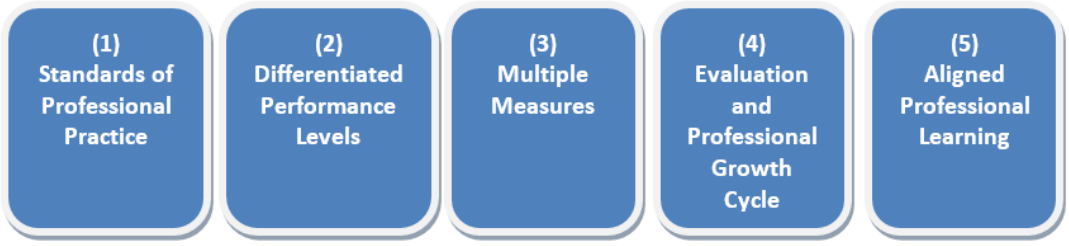
Administrator Effectiveness

Effective administrators in the state of Oregon integrate principles of cultural competency and equitable practice and promote the success of every student through visionary leadership, instructional improvement, effective management, inclusive practice, ethical leadership, and the socio-political context of their building and district. By demonstrating proficiency in the adopted educational leadership/administrator standards, effective administrators improve teacher effectiveness and student learning and growth. They also lead by modeling ethical and competent behavior according to all standards set for administrators by the Teacher Standards and Practices Commission.

As the school's instructional leader, effective principals enable critical discourse and data-driven reflection and decisions about curriculum, assessment, instruction, and student progress, and create structures to facilitate instructional improvement. Effective administrators ensure their staff receives support, assistance, and professional growth opportunities necessary to strengthen teacher knowledge, skills, dispositions, and instructional practices in mutually-identified areas of need. By creating a common vision for equity and excellence and articulating shared values, effective administrators lead and manage their schools or district in a manner that promotes collaboration and equity, creates an inclusive and safe, efficient, and effective learning environment, and improves the school or district impact on students, families, and community members.

Required Elements of Teacher and Administrator Evaluation and Support Systems

Teacher and administrator evaluation and support systems in all Oregon school districts must include the following five elements:



These five required elements establish the parameters for local evaluation and support systems. The framework describes the state criteria for each of these elements. Districts must align their systems to these elements, but have local flexibility in their design and implementation. Local systems must meet or exceed the state criteria for evaluation and support systems.

(1) *Standards of Professional Practice*

The standards of professional practice are the cornerstone of an evaluation system. The Model Core Teaching Standards and Educational Leadership/Administrator Standards are the foundation of Oregon's evaluation framework. These professional standards outline what teachers and administrators should know and be able to do to ensure every student is ready for college, careers and engaged citizenship in today's world. These standards help frame a comprehensive definition of effective teaching and educational leadership.

ORS 342.856 calls for the adoption of teaching and administrator standards to be included in all evaluations of teachers and administrators in the school district. Both the Core Teaching Standards and Educational Leadership standards build on national standards, are research based, utilize best practices, and were developed with a wide variety of stakeholders over the course of several years. Districts are required to build their evaluation and support systems using these adopted standards.

Model Core Teaching Standards

The Model Core Teaching Standards outline what teachers should know and be able to do to help all students improve, grow and learn. The standards outline the common principles and foundations of teaching practice necessary to improve student learning that encompass all subject areas and grade levels. The standards reflect a new vision for teaching and learning critical for preparing all students for success in today's world and their future.

Key themes for improved student learning run throughout the standards:

- Personalized learning for diverse learners
- Cultural competence
- A stronger focus on application of knowledge and skills
- Improved assessment literacy
- A collaborative professional culture
- New leadership roles for teachers and administrators

The standards were developed by the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State School Officers (CCSSO) and represents the collaborative work of practicing teachers, teacher educators, school leaders, state agency officials, and CCSSO, including Oregon stakeholders.

The Model Core Teaching Standards are grouped into four domains of teaching: (A) The Learner and Learning, (B) Content, (C) Instructional Practice, and (D) Professional Responsibilities. See link above for accessing the complete Model Core Teaching Standards which delineates "essential knowledge," "critical dispositions" and "performances."

(A) The Learner and Learning

Standard # 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

(B) Content

Standard # 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard # 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

(C) Instructional Practice

Standard # 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

(D) Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard # 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Educational Leadership/Administrator Standards

Oregon's educational leadership/administrator standards embed cultural competency and equitable practice in each standard. These standards guide administrative preparation, licensure and job performance. Oregon's educational leadership/administrator standards align with the Interstate School Leaders Licensure Consortium (ISLLC) standards for Educational Leadership. Oregon was very explicit and intentional about highlighting the importance of cultural competency and equitable practices in the administrator standards.

The six domains for administrator professional practice:

- Setting widely shared vision for learning
- Developing a school culture and instructional program conducive to student learning and staff professional growth
- Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment
- Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources
- Acting with integrity, fairness, and in an ethical manner
- Understanding, responding to, and influencing the political, social, legal, and cultural context

Standard #1: Visionary Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.

Educational Leaders:

a) Collaboratively develop and implement a shared vision and mission;
b) Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;
c) Create and implement plans to achieve goals;
d) Promote continuous and sustainable improvement; and
e) Monitor and evaluate progress and revise plans.

Standard #2: Instructional Improvement

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

Educational Leaders:

a) Nurture and sustain a culture of collaboration, trust, learning and high expectations;
b) Create a comprehensive, rigorous and coherent curricular program;
c) Create a personalized and motivating learning environment for students;
d) Supervise and support instruction;
e) Develop assessment and accountability systems to monitor student progress;
f) Develop the instructional and leadership capacity of staff;
g) Maximize time spent on quality instruction;
h) Promote the use of the most effective and appropriate technologies to support teaching and learning; and
i) Monitor and evaluate the impact of instruction.

Standard #3: Effective Management

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Educational Leaders:

a) Monitor and evaluate the management and operational systems;
b) Obtain, allocate, align and efficiently use human, fiscal and technological resources;
c) Promote and protect the welfare and safety of students and staff;
d) Develop the capacity for adaptive leadership; and
e) Ensure teacher and organizational time is focused to support quality instruction and student learning.

Standard #4: Inclusive Practice

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

Educational Leaders:

a) Collect and analyze data pertinent to equitable outcomes;
b) Understand and integrate the community's diverse cultural, social and intellectual resources;
c) Build and sustain positive relationships with families and caregivers; and
d) Build and sustain productive relationships with community partners.

Standard #5: Ethical Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Educational Leaders:

a) Ensure a system of accountability for every student's academic and social success;
b) Model principles of self-awareness, reflective practice, transparency and ethical behavior;
c) Safeguard the values of democracy, equity and diversity;
d) Evaluate the potential ethical and legal consequences of decision-making; and
e) Promote social justice and ensure that individual student needs inform all aspects of schooling.

Standard #6: Socio-Political Context

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Educational Leaders:

a) Advocate for children, families and caregivers;
b) Act to influence local, district, state and national decisions affecting student learning; and
c) Assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies.

(2) Differentiated Performance Levels

Oregon's framework for evaluation is designed to assess teacher and administrator performance with respect to the Model Core Teaching Standards and Educational Leadership/Administrator Standards (i.e., standards of professional practice). To assess performance, evaluators use a rubric. Rubrics are scoring tools that describe characteristics of practice or artifacts at different performance levels.

Rubrics are designed with differentiated performance levels and performance descriptors. Performance descriptors are observable and measurable statements of educator actions and behaviors that serve as the basis for identifying the level of teaching or administrative performance. They contain descriptors at each performance level illustrating the types of performance expected at a given level under a given standard of practice. Research indicates that using a rubric with four levels and clear descriptors will result in a more objective rating of performance. Descriptors can be used to guide individuals toward improving their practice at the next performance level.

Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall.

Oregon's framework uses a rating scale based on four performance levels: Level 1 (lowest) to Level 4 (highest). Definitions of each performance level are described in Table 1 below. Districts must use four levels but they may name the levels as desired (for example ineffective, emerging, effective and highly effective). Regardless of the terms used, they must be aligned to the levels described in the table below.

Table 1. Performance Levels

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice
Level 1	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice
Level 2	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan
Level 3*	**Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning**
Level 4	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities

***Level 3 represents proficient**

(3) Multiple Measures

A comprehensive evaluation system must include a variety of evidence-based measures to evaluate teacher and administrator performance and effectiveness, based on standards of professional practice. Multiple measures provide a more comprehensive view of the educator's practice and contribution to student growth. Multiple measures provide multiple data sources. Due to the complex nature of teaching and administrator practice, a single measure does not provide sufficient evidence to evaluate performance. When combined, multiple measures provide a body of evidence that informs the educator's evaluation resulting in a more accurate and valid judgment about performance and professional growth needs.

Multiple measures refer to the tools, instruments, protocols, assessments, and processes used to collect evidence on performance and effectiveness.

Oregon's teacher and administrator evaluation systems must include measures from the following three components: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. All teachers and administrators will be evaluated using measures from each of the three categories in combination with one another. These categories are interdependent and provide a three-dimensional view of teacher and administrator practice as illustrated below. Evaluators will look at evidence from all three categories of evidence to holistically rate performance.

Categories of Evidence for Multiple Measures of Effectiveness

District evaluation systems must incorporate student learning and growth as a factor in determining the effectiveness of teachers and administrators. Teachers and administrators, in collaboration with their supervisors/ evaluators, annually establish challenging and meaningful student learning and growth (SLG) goals, select evidence from valid and reliable measures, and regularly assess progress. The goal setting process for teachers must reflect most closely the teaching and learning that occurs in the classroom and allow teachers to choose goals based on the needs of their students and select appropriate measures that align with their goals. Administrator goals should be aligned to school and district goals.

Multiple Measures for Teacher Evaluations

The evaluation system must include a variety of evidence-based measures to evaluate teacher performance and effectiveness, based on the Model Core Teaching Standards. To provide a balanced view of teacher performance, evaluations of all licensed teachers must include evidence from the following three components: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. Determining multiple measures for the district's local evaluation system is key; to be accomplished through a collaborative process involving teachers and administrators. Examples included under each category below are not all inclusive.

A. **<u>Professional Practice</u>:** Evidence of the quality of teachers' planning, delivery of instruction, and assessment of student learning.

a. Classroom Observation
   - Evaluator's observation, documentation and feedback on a teacher's instructional practices; both formal and informal

b. Examination of Artifacts of Teaching
   - Examples: Lesson plans, curriculum design, scope and sequence, student assignments, student work

As part of the district's evaluation and professional growth cycle, all teachers are required to set one professional growth goal. Professional goals are based on the standards of professional practice described in the district's rubric. Through the completion of a self-assessment against the district rubric,

educators identify areas of strength and need relative to the standards for professional practice and determine strategies and supports needed to help them elevate their practice.

B. <u>Professional Responsibilities</u>: Evidence of teachers' progress toward their own professional goals and contribution to school-wide goals.

- Examples: Teacher reflections, self-reports, data analysis, professional goal setting, student growth goal setting, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, record keeping, portfolios, building level leadership (committees, demonstration classrooms)

Peer collaboration is encouraged as an effective practice. Peer evaluation of teachers may be used in the formative process, but under current Oregon law is not an appropriate measure in summative evaluation.

C. <u>Student Learning and Growth:</u> Evidence of teachers' contribution to student learning and growth.

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 (see Table 2). 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.

Multiple Measures Address the Needs of All Teachers

Using multiple measures of student growth allows for the inclusion of *all* educators in the evaluation system, including those in non-tested subjects (e.g., the arts, music, CTE) and grades for which standardized state tests are not administered. Basing the evaluation on multiple measures of student growth and measures of professional practice and professional responsibility allows appropriate customization of evaluations for teachers responsible for and students with disabilities or English Learners. For these educators, rigorous classroom based measures provides another way to show concrete evidence of teachers' contribution to equitable student growth where standardized tests for their particular subject, grade, or specialization are not available.

While all Oregon teachers are held to the same standards of professional practice, evaluation processes and tools should be differentiated to accommodate the unique skills and responsibilities of special education and EL teachers where applicable.

Specialized skills and responsibilities for teachers who work with students with disabilities may include. ***Examples:***

- Knowledge of evidence-based instructional strategies for students with special needs

- Appropriate use of instructional strategies and interventions to accommodate individual learning differences and augment achievement
- Knowledge of current special education legislation/laws to maintain legal compliance
- Progress monitoring (specifically with IEP goals)
- Effective case management skills to maintain records, prepare reports and correspondence; complete accurate and appropriate IEPs and meet compliance timelines
- Knowledge of social and behavioral interventions
- Specialized interventions for students with severe cognitive disabilities or other complex impairments
- Knowledge of texts, materials, and specialized equipment to support the individual learning needs of students
- Considerable knowledge of current literature, trends, and community resources (local, state, national) to provide information or support to parents
- Effective collaboration and communication skills with parents, educational personnel, students and other involved parties

Specialized skills and responsibilities for teachers who work with English Learners may include.
Examples:

- Increase attention to home language and cultures
- Build connections between the students' school and home
- Employ appropriate research-based strategies to ensure students achieve literacy (e.g., developing and using EL literacy strategies, curriculum products, implementation plans and assessment tools)
- Exhibit theoretical and research-based knowledge of language acquisition and child development
- Work collaboratively with teachers in recognizing and responding to the multiple needs of the diverse learners
- Use a variety of ongoing, instructionally based assessment approaches to inform and differentiate instruction
- Research, teach, and model best practices used to address the needs of those students who struggle with reading and writing
- Assist with implementing a balanced approach of direct teaching using authentic, literature based reading and writing opportunities
- Assist with district and school-wide literacy initiatives
- Keep abreast of technical, legislative, and professional developments and trends affecting EL programs, disseminate information to appropriate district personnel and provide ongoing professional development, and make recommendations for program adjustments
- Disaggregate and analyze data to target instruction, enhance student learning, and inform teacher practice
- Assist in monitoring the district's effectiveness and compliance with local, state, federal and court ordered requirements related to EL programs

Multiple Measures for Administrator Evaluation

The evaluation system must include a variety of evidence-based measures to evaluate administrator performance and effectiveness, based on the Educational Leadership/Administrator Standards. To provide a balanced view of administrator performance, evaluations of all building administrators (i.e., principals, vice-principals) must include evidence from the following three categories: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. Determining multiple measures for the district's local evaluation system is key; accomplished through a collaborative process

involving teachers and administrators. The measures listed under each category are provided as examples.

- **Professional Practice**: Evidence of school leadership practices, teacher effectiveness, and organizational conditions.

  - Observation and review of artifacts

  Examples: 360° feedback, feedback to teachers, surveys developed collaboratively with staff (re: instructional leadership, teacher/student climate), staff communication, teacher development, student/staff handbooks, records of mentoring/coaching, teacher use of data, staff meetings, teacher observations, summative and formative teacher evaluation

As part of the district's evaluation and professional growth cycle, all administrators are required to set one professional growth goal. Professional goals are based on the standards of professional practice described in the district's rubric. Through the completion of a self-assessment against the district rubric, educators identify areas of strength and need relative to the standards for professional practice and determine strategies and supports needed to help them elevate their practice.

- **Professional Responsibility**: Evidence of administrators' progress toward their own professional goals and contribution to school-wide and district goals.

  Examples: administrator reflection, self-report, professional goal setting, school-wide improvement goals, data committee meetings, portfolios, parent and community involvement, decision-making, professional development log, staff retention rate, collaborative leadership, school-wide budget, master schedule, teambuilding, teacher evaluations

- **Student Learning and Growth**: Evidence of administrators' contribution to school-wide student learning and growth.

  Administrators, in collaboration with their supervisors/evaluators, will establish at least two student growth goals. Administrators may limit their goals to one or more grade levels or subjects, if baseline data indicates the need for such a focus. Administrator SLG goals should be aligned with the district's goals and school improvement process.

  Principals, vice-principals and district administrators responsible for student learning must set at least one goal based on student academic performance. 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. All other district administrators should set goals directly related to their area of responsibility.

Student Learning and Growth (SLG) Goal Setting Process

Goal setting for student learning and growth is an important process for every Oregon educator. Rigorous, measurable goals provide a clear path for teacher and students to succeed. Setting SLG goals helps ensure that lesson design, instruction and assessment result in learning for all students. ODE has developed guidance on the SLG goal setting process that includes the eight required

components, sample templates for both teachers and administrators, as well as the SLG Goal Quality Review Checklist.

Selecting Measures for Student Learning and Growth Goals

The state does not require the specific measures to be used by educators within their student learning and growth goals, but measures should be school-wide or district-wide to ensure reliability and validity. Examples of possible measures are provided in Table 2. Districts are expected to use the SLG Goal Quality Checklist as part of the goal setting process. Districts will have discretion in determining the method for scoring Student Learning and Growth goals.

While statewide summative assessments can serve as a corroborative measure (e.g., do the state results align with what local measures are showing), they should not be used as the sole source of evidence for SLG goals. Summative assessments are critical to increasing equity and excellence at the state, district, and school levels. ODE uses test results to support defensible and comparable evaluations of our state's educational system, helping community partners to determine whether our instructional programs are meeting the needs of all students, families, and communities.

However, summative assessment results cannot answer all educational questions at every level within our system (student-classroom-school-district-state). For this reason, ODE does not support using statewide summative assessment results as the primary source of evidence.

Table 2. Sources of Evidence of Student Learning and Growth

Content Area Goals

- Commercially developed tests that include pre- and post-measures
- Locally developed tests that include pre- and post-measures
- Results from proficiency-based assessment systems
- Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance
- Interim tests

Other Goals

- Attendance rates
- 9th grade on-track
- Graduation rates
- Behavioral data

Table 3 illustrates how multiple measures align with the Model Core Teaching Standards for teacher evaluations. Table 4 illustrates how multiple measures align with the Educational Leadership/ Administrator Standards for administrator evaluations.

Table 3. Multiple Measures Aligned to the Model Core Teaching Standards for Teacher Evaluations

	MODEL CORE TEACHING STANDARDS									
MULTIPLE MEASURES	**DOMAIN 1** The Learner and Learning			**DOMAIN 2** Content		**DOMAIN 3** Instructional Practice			**DOMAIN 4** Professional Responsibility	
Evaluation of a teacher's performance includes measures from all three categories of evidence:	**#1 Learner Development**	**#2 Learning Differences**	**#3 Learning Environments**	**#4 Content Knowledge**	**#5 Application of Content**	**#6 Assessment**	**#7 Planning for Instruction**	**#8 Instructional Strategies**	**#9 Professional Learning and Ethical Practice**	**#10 Leadership and Collaboration**
(A) Professional Practice *Measures of the quality of a teacher's planning, delivery of instruction, and assessment of student learning.*	**a. Classroom Observation of Instructional Practice** Evaluator's observation, documentation and feedback on teachers' professional practices; both formal and informal observations									
	b. Examination of Artifacts Examples: lesson plans, curriculum design, scope and sequence, student assignments, student work									
(B) Professional Responsibilities *Measures of the teacher's progress toward his or her own professional goals and contribution to school-wide goals.*									*Examples: professional growth plan, setting student growth goals, teacher reflections, self-reports, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, portfolios*	
(C) Student Learning and Growth *Quantitative measures of the teacher's impact on a student (or sets of students) as measured by multiple sources of student data over time.*	In collaboration with their evaluator, teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment aligned to their area of responsibility. The content of the other goal can reflect non-academic goals for students. For those teachers who do not provide instruction in academic content areas goals should reflect the standards to which they instruct.									

Table 4. Multiple Measures Aligned to Educational Leadership/Administrator Standards for Administrator Evaluations

<table>
<tr><th>MULTIPLE MEASURES</th><th colspan="6">EDUCATIONAL LEADERSHIP/ADMINISTRATOR STANDARDS</th></tr>
<tr><td>Evaluation of an administrator's performance includes measures from all three categories of evidence:</td><td>#1
Visionary Leadership</td><td>#2
Instructional Improvement</td><td>#3
Effective Management</td><td>#4
Inclusive Practice</td><td>#5
Ethical Leadership</td><td>#6
Socio-Political Context</td></tr>
<tr><td rowspan="2">(A) Professional Practice

Evidence of school leadership practices, teacher effectiveness, and organizational conditions.</td><td colspan="5">Observation of Leadership Practice:
Evaluator's observation, documentation and feedback on an administrator's leadership practices; both formal and informal</td><td rowspan="2"></td></tr>
<tr><td colspan="5">Examination of Artifacts
Examples: staff meetings, feedback to teachers, surveys about instructional leadership, teacher/student climate surveys, staff communication, teacher development, student/staff handbooks, records of mentoring/coaching, teacher use of data, teacher observations, summative and formative teacher evaluations, 360° feedback</td></tr>
<tr><td>(B) Professional Responsibilities

Evidence of administrator's progress toward their own professional goals and contribution to school- wide and district goals.</td><td></td><td></td><td></td><td colspan="3">Examples: self-reflection, self-report, professional goal setting, school improvement plan, district improvement plan, committee meetings, portfolios, parent and community involvement, data decision-making, staff retention rate, distributive leadership, collaborative relationships, contributions to community, 360° feedback</td></tr>
<tr><td>(C) Student Learning and Growth

Evidence of administrators' impact on the academic growth of all students, regardless of socio-economic status, language, and family background, contributing to overall school success.</td><td colspan="6">In collaboration with their evaluator, administrators will establish at least two student learning and growth goals aligned with their responsibilities. Principals, vice-principals and district administrators responsible for student learning must set at least one goal based on student academic performance. The content of the other goal can reflect non-academic goals for students. All other district administrators should set goals directly related to their area of responsibility.</td></tr>
</table>

(4) Evaluation and Professional Growth Cycle

Teacher and administrator evaluation systems are based on a cycle of continuous professional growth and learning. An effective process is collaborative and provides ongoing opportunity for relevant feedback and meaningful professional conversations. The focus is on improving effectiveness.

A common vision, identified professional standards, and a research based performance rubric provide the foundation for common expectations, vocabulary and understanding. The evaluation process based on common language empowers the voice of the educator and observer. The following diagram illustrates the critical steps in the cycle. This cycle can be adapted to local district processes.

Evaluation and Professional Growth Cycle

Frequency of Evaluations

The evaluation and professional growth cycle is an ongoing process throughout an educator's career. The cycle begins with a self-reflection and culminates in a summative evaluation. Feedback must be provided to the educator throughout the one-year and two-year cycles. The summative evaluation is the springboard that leads into a new cycle. The summative evaluation occurs on a cycle determined by the educator's contract status:

- Probationary teachers – every year
- Contract teachers – at least every two years
- Probationary administrators – every year
- Administrators – at least every two years

Personnel Decisions

School districts must describe in local board policy how their educator evaluation and support system is used to inform personnel decisions (e.g., contract status, contract renewal, plans of assistance, placement, assignment, career advancement).

Steps in an Evaluation and Professional Growth Cycle

STEP 1: Self-Reflection/Determining Needs

Based on the standards of professional practice, the first step of an evaluation system is self-reflection. The educator reflects on and assesses his/her professional practice and analyzes the learning and growth of his/her students in preparation for goal setting.

STEP 2: Goal Setting *(Student growth goals and professional goals)*

Based on the self-assessment, the educator identifies goals aligned with the standards of professional practice that encompass both practice and impact on student learning. The educator sets both professional practice goals and student learning goals. SMART goals and/or learning targets are used as a tool for effective goal setting.

STEP 3: Observation and Collection of Evidence *(Multiple measures)*

The educator and evaluator collect evidence using multiple measures regarding student learning and growth, professional practice, professional responsibilities, and student learning to inform progress throughout the process of evaluation. This is an ongoing process and appears several times in the cycle.

STEP 4: Formative Assessment/Evaluation *(Analysis of evidence, Professional conversations, and Professional growth)*

The evaluator and educator review the educator's progress toward goals and/or performance against standards. This step includes three interdependent and critical parts: analysis of evidence, professional conversations, and professional growth. Both the educator and the observer analyze the evidence leading into a collaborative professional conversation. Feedback through professional conversations promotes awareness of growth that has occurred, and highlights professional growth needs. These conversations help the educator make adjustments in his/her practice and select relevant professional learning opportunities.

STEP 5: Observation and Collection of Evidence *(Multiple measures)*

STEP 6: Summative Evaluation

This step is the culmination of multiple formative observations, reflections, professional conversations, etc. The summative evaluation must take in to account the data gathered from multiple measures: professional practice, professional responsibilities, and goals that impact student learning and growth, however, it is the responsibility of individual districts to determine the degree to which the data collected in these three areas informs the educator's summative evaluation.

Planning for Professional Growth

The primary purpose of the summative evaluation should be to inform decisions about an educator's professional learning and the supports necessary to help him/her continue to grow in the profession. While no particular methodology for this process is required by the state, districts should consider how the data collected can be used to identify the focus for the support provided.

Summative Ratings

Districts are required to evaluate and submit summative evaluation results within the Principal and Teacher Evaluation Data Collection. The summative rating must reflect the educator's performance

relative to the standards for professional practice and responsibility described in the district's four point evaluation rubric. Districts may include data collected as part of Student Learning and Growth goals in the summative rating, but it is not required. It is up to district discretion to determine how the data collected is used to inform the final rating.

(5) Aligned Professional Learning

The focus of the evaluation system is on improving professional practice and student learning. To that end, linking evaluations with high quality professional learning is key. Aligned evaluation systems inform educators of strengths and weaknesses and provide opportunities to make informed decisions regarding individual professional growth. High quality professional learning is sustained and focused and relevant to the educator's goals and needs. All educators must have opportunities for professional growth to meet their needs, not only those whose evaluation ratings do not meet the standard.

Data gathered from evaluation systems play a key role in identifying needed professional learning. Evidence from observations and artifacts tied to the district performance rubric as well as educator self-reflections and SLG goals aggregated at the district level can reveal areas of focus for professional learning that will benefit groups of educators. It can also identify those staff who can serve as models or leaders in a particular area of practice.

It is important to keep in mind that professional learning occurs in many ways. Job-embedded professional learning, when done well with support from leadership, can result in powerful learning. This can include coursework, peer observation and feedback, and participation in collaborative learning.

In many schools and districts educators engage in job-embedded professional learning through data teams or professional learning teams/communities. The term "Professional Learning Communities" has many interpretations, however to be effective PLCs need to be carefully purposed, structured, facilitated and evaluated. Key components include:

- leadership support and oversight
- clearly defined goals and expectations
- trained facilitation
- designated meeting time
- agendas
- meeting notes to track new learning, progress toward goals, and decisions

Regardless of format, the national Learning Forward Standards for Professional Learning should be used to shape effective, professional learning for all educators. See the Learning Forward website for information at www.learningforward.org

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