

# Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions

## WHO IS EVALUATED?

### 1. Who is required to be evaluated under the new system?

All “teachers” and “administrators” are required to be evaluated using the new system. As per ORS 342.815 a “**teacher**” means any person who holds a teaching license or registration or who is otherwise authorized to teach in the public schools of this state and who is employed half-time or more (.5 FTE **and** at least 135 consecutive days of the school year as per ORS 342.840) as an instructor\* or administrator.

\***Instructor** includes those individuals who meet the definition used in ORS 342.121 “Instruction includes direction of learning in class, in small groups, in individual situations, in the library and in guidance and counseling, but does not include the provision of related services, as defined in ORS 343.035(15), to a child identified as a child with a disability pursuant to ORS 343.146 when provided in accordance with ORS 343.041-343.065 and 343.221.” Instruction does include provision of specially designed instruction (special education) provided in accordance with 343.035(19).

As per ORS 342.815 an “**administrator**” includes:

- any teacher the majority of whose employed time is devoted to service as a supervisor
- principal
- vice principal
- director of a department or the equivalent in a fair dismissal district.

“**Fair dismissal district**” means any common or union high school district or education service district.

The guidance document including a flowchart has been updated to help districts determine who meets these definitions under SB290 and who needs to be evaluated under the new system. It can be found online at [www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/guidance-for-sb-290-evaluations.pdf](http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/guidance-for-sb-290-evaluations.pdf)

### 2. Are instructional coaches considered “instructors” under this definition?

Teachers who do not instruct students directly are not required to set student learning and growth goals. However, it is recommended that their evaluation include measures of their impact on school and district goals for student achievement. Impact may be calculated at the district, school, department, or other group levels depending on whether they serve multiple schools, the entire school, a department, a grade, or a specific group of students.

### 3. Are teachers who provide technical support or consultation to teachers, but who do not provide instruction to students included in this definition?

See the flowchart referenced in Question 1.

### 4. What does “temporary teacher” mean?

Per ORS 342.815 “Temporary teacher” means a teacher employed to fill a position designated as temporary or experimental or to fill a vacancy which occurs after the opening of school because of unanticipated enrollment or because of the death, disability, retirement, resignation, contract non-extension or dismissal of a contract or probationary teacher.

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### 5. What are the requirements for evaluating staff who do not meet the definitions above?

It is up to individual districts to determine how they will provide meaningful evaluations to those staff members who do not meet this description.

### 6. Does SB 290 apply to charter school employees?

Yes. Passage of HB 2186 by the 2015 Legislature provides that core teaching standards apply to public charter schools, meaning all SB 290 educator effectiveness requirements apply to public charter schools.

### 7. How will individuals filling the dual roles of superintendent and principal be evaluated?

An individual filling the dual roles of principal and superintendent is considered to be a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB290, it is up to local school boards to determine how these individuals are evaluated.

### 8. How will individuals filling the dual roles of teacher and principal be evaluated?

If the majority of the individual's time is spent as an administrator, the administrator rubric would be used. Likewise, if the majority of time is spent as a teacher, the teacher rubric would be used.

In the event that an employee serves half time in both roles, the employee and their supervisor would determine which role would be most appropriate for evaluation and proceed accordingly.

### 9. Is anyone exempt under these definitions?

ORS 342.815 specifically exempts the following individuals: "superintendent, deputy superintendent or assistant superintendent of any such district or any substitute or temporary teacher employed by such a district."

## STUDENT LEARNING & GROWTH GOALS

**Note: As a result of the passage of ESSA and the expiration of Oregon's NCLB Waiver, Student Growth Percentiles (SGPs) will no longer be required as a measure for Student Learning and Growth (SLG) goals. In addition, the use of statewide assessments as a measure for SLG goals is optional. Consequently all teachers and administrators, regardless of grade or subject, can set two Category 2 goals for the 2016-17 school year. Until such time as the State Board of Education adopts revisions to OAR 581-022-1723 districts must continue to use the Oregon Matrix for summative evaluations and the Quality Review Checklist and Statewide SLG Scoring Rubric when setting and scoring goals.**

### 10. What are Student Learning and Growth goals?

Student learning and growth means measures of student progress (across two or more points in time) SLG goals are detailed, measurable goals for student learning and growth developed collaboratively by educators and their evaluators. They are based on student learning needs identified by a review of students' baseline skills. SLG goals are aligned to standards and clearly describe specific learning targets students are expected to meet. Goals are rigorous, yet attainable and measure student progress across two or more points in time.

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SLG goals define which students and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period, and why a specific level of growth has been set for students.

SLG goals are growth goals, not achievement goals. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on how students' are performing at the start of the course/class.

### 11. Who has to set Student Learning and Growth goals?

Anyone who meets the description of “teacher” or “administrator” described in Question 1 is required to set two goals annually for student learning and growth (SLG).

### 12. How often are SLG goals set?

SLG goals are set annually.

### 13. What does it mean to create “tiered” goals?

“Tiered” goals are goals in which students are expected to demonstrate growth based on their level of performance at the beginning of the course or class. Students enter the classroom with a range of knowledge and skills. As a result, it is not necessarily rigorous or realistic to hold all students to the same level of performance. Tiers are typically set for groups of students with similar performance. Tiered targets allow for more realistic expectations for goal attainment while helping to ensure that each student is appropriately challenged.

Simply put, different groups of students are expected to make different amounts of progress or reach different levels of proficiency by the end of the interval of instruction based on baseline data. All students in a course (including multiple sections, if applicable) should be included in an educator’s SLG goals and all students are expected to meet their targets, but those targets should be tiered to be appropriate for each student.

### 14. How do I know my expectations for each of my tiers are rigorous yet realistic?

When setting targets for growth, educators should consider the following three questions:

1. What does mastery or proficiency of the relevant course or grade-level standards look like?
2. What amount of progress toward that mastery or proficiency represents a year’s worth/course-worth of learning?
3. What are the implications if students make a year’s worth/course-worth of learning?

The intent of tiered targets is not to solidify achievement gaps, but to support their narrowing. While students in lower tiers may have a lower absolute target, reaching it may require them to make more progress than students with higher targets.

Students who enter above grade level should be expected to show appropriate growth as well. If above grade-level students are expected to maintain a certain (usually high) level of proficiency across an interval of instruction, then their target should represent student learning across that interval; it should not be the expectation that students will simply not lose the knowledge or skills with which they entered the course. The expectation should be that students arriving above grade-level expectations maintain their

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high level of proficiency or performance on a new set of standards, on increasingly rigorous texts/content, or according to a more rigorous rubric or assessment.

### 15. Do I have to set tiered targets?

No, tiered targets do not need to be set, particularly if all students are entering a course with the same level of foundational knowledge and skills. In some courses, most students enter with very little background knowledge about the subject area, as in an introductory course to a world language, for example. In this case, the teacher would likely have similar expectations for what students will know and be able to do upon completion of the course. In other cases, particularly in courses that focus on more linear content that spans many grade levels, such as reading comprehension, students' background knowledge and skills will have significant bearing on their expected performance by the end of the course, and therefore tiered targets may be more appropriate. Ultimately, the educator and evaluator should collaboratively decide if tiered targets are appropriate for the goal.

### 16. Must all students instructed by the teacher be included in a teacher's SLG goals?

It depends. All teachers are required to set two SLG goals. **Between these two goals** all students in a class or course must be included.

Goals for elementary teachers must cover all the students in a teacher's class over the course of a year. For example, a third grade teacher might set a tiered goal for reading that describes the expected growth of all students and set a second goal that focuses on a specific subset of students that need support in academic vocabulary. Or, she might set a goal in math for half of the students in her class and a goal for reading for the other half.

Goals for secondary teachers (including middle school) must cover all the students instructed by the teacher **in a particular course**. It is not necessary for a secondary teacher to set goals that cover all students they teach. For example, a high school math teacher who teaches four Algebra I courses, a Geometry course, and a Calculus course might set their two goals on their largest course, Algebra 1, so that between their two goals all Algebra 1 students are covered, or they may choose to set one goal for all the students in their Algebra courses and a second goal for students in their Geometry course.

Goals for Specialized Instructional Support Personnel may include all of the students in the school or focus on groups of students (e.g., caseload, specific grade level, course). These staff could write goals around a specific content area and use those students to whom they provide instruction and/or services as their intact group. The educator should aim for including as many students as possible into their two goals **and** should set as long a period as possible for each goal.

An individual SLG goal that is focused on a particular group of students must include all students in that group with which the goal is aligned. Within the course or class for which the goal is written, particular students or groups of students may not be excluded. It is advisable to set tiered targets according to students' starting points because students may begin at varying levels of preparedness.

### 17. If a teacher's first SLG goal covers all students, can the second goal be more focused on a specific subgroup, or do both goals have to address all students?

As long as the two required goals cover all the students over the course of a year (e.g.; elementary) or a complete course of study (e.g.; secondary) then it is not necessary for each goal to cover all students.

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### 18. Can teachers write SLG goals as a team?

Yes, districts are encouraged to support collaboration among educators to establish student learning goals for their grade levels, departments, or curricular teams.

### 19. How are SLG goals set in proficiency-based classrooms where year-long goals might not be appropriate?

In all classrooms teachers examine baseline data in order to set growth goals that include every student. In proficiency-based classrooms goals should be set for the period of time during which students would be expected to demonstrate proficiency. Since all students may not demonstrate proficiency at the same time, a tiered goal based on growth would be appropriate.

### 20. How do you determine which students should be included in a growth goal, particularly in schools/classrooms with high mobility?

In order to accurately measure student growth both baseline and outcome data is needed. The students for whom both sets of data exist represent the “intact group”. This intact group is who is included in the growth goal.

### 21. How does a student’s attendance affect the SLG goal process? **REVISED**

When educators write their SLG goals, all students within the course or class for which the goals are written must be included. Students cannot be excluded from SLG goals based on their previous attendance, but attendance is one piece of data that provides context to inform the educators’ instructional strategies and attendance intervention strategies.

The district may establish an attendance policy related to SLG scoring. For example, a district policy could allow educators to remove the scores of students whose attendance rate drops below a specified threshold set in advance. Although these individual students would not be excluded from instruction, their scores would not be used to determine whether the SLG goals were met.

### 22. Are districts required to use ODE’s SLG goal setting template or can they create their own?

Districts are free to create their own goal setting template, however, all eight components that are included in ODE’s template must also be included in the district template.

### 23. Can teachers write non-academic goals (e.g.; attendance, behavior, social skills)?

As per the ESEA waiver criteria, teachers in tested and non-tested subjects as well as principals are required to use assessments of student learning and growth aligned to state or national standards in their content area. Behavior goals for these educators do not meet the criteria outlined for these goals. However, strategies to address behavior could be included as part of an educator’s plan to achieve their goals.

For some administrators and specialized support personnel, measures of student behavior are allowable. Additional information on matching educators to appropriate measures can be found in Table 2 in [“Who Is Evaluated Under SB 290?”](#)

### 24. Can data from previous years be combined with your assessment to create goals?

Yes. When setting student learning and growth goals educators should be looking at data over time and identifying trends and patterns in student growth.

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### 25. What if an educator and evaluator cannot come to consensus on an SLG goal?

OAR 581-022-1723 states that evaluations must attempt to “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.” Individual situations in which consensus cannot be reached should be handled using the district’s established resolution process.

However, Oregon law also requires that student learning goals are set collaboratively. Collaborative goal setting requires that both the educator and the evaluator enter into the conversation with the same purpose: to create a rigorous, yet realistic goal that examines the educator’s impact on student learning and growth. Goals originate with the educator after their analysis of baseline student data which could include end-of-year data from the previous year, baseline data from district assessments, pretests, or student work samples. Educators discuss proposed goals with their supervisor/ evaluator and collaborate to establish final SLG goals. The educator and evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate evidence-based strategies, quality of evidence and standards addressed. See ORS 342.856(3)(c) and OAR 581-022-1723.

### 26. Are there resources to help teachers to write successful goals?

ODE has created a variety of teacher and administrator sample goals which are posted in the [Student Learning and Growth section of the toolkit](#).

OEA's Center for Great Public has compiled a [Student Learning and Growth Goal bank](#) that includes many goal examples in all different types of subject areas.

Educators are also encouraged to visit the [bank of sample goals](#) gathered from other states which is searchable by grade level, subject, and type of educator. **Keep in mind that these goals are from states whose criteria may be different from Oregon’s.**

## EDUCATOR SPECIFIC QUESTIONS FOR SLG GOALS

### 27. For the purposes of evaluation, what are considered “tested grades and subjects”? **REVISED**

Due to the passage of ESSA, the term “tested grades and subjects” no longer applies.

### 28. How might an elementary P.E. or music teacher who sees all of the students in a school set an SLG goal?

Teachers who provide instruction to all the students in a school could select one grade level and one component of instruction (e.g., rhythm) to set their goal. They would not need to set a goal that included every student in the school.

### 29. Do administrator SLG goals need to include all tested grades in the school (e.g., grades 4, & 5 in elementary) or only all of the students in one grade?

Principal SLG goals may include all the students in the school, or may focus on one or more grade levels or subjects. District administrators may include groups of schools, groups of students, or one or more grade levels or subjects.

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However, an administrator's SLG goal must include all students in the focus area selected; particular students or groups of students may not be excluded. It is advisable to set tiered targets according to students' starting points because students may begin at varying levels of preparedness.

**30. Can administrator SLG goals focus on one tier in a population (e.g.; students that nearly meet) or must SLG goals be written for all students in identified population?**

An administrator's SLG goal must include all students in the grade or subject area selected or all the students within a particular subgroup in a building (e.g.; all EL students in grades K-5); particular students or groups of students may not be excluded..

**31. Do administrator SLGs goals need to address BOTH math and reading?**

Principals are required to set at least two goals, one of which must focus on **either** reading or math and be measured using the statewide assessment. If one goal is focused on reading, for example, the second goal could focus on math, but that is not required. The second goal must, however, be an academic goal and must be measured using a district-wide or school-wide assessment.

**32. Are central office administrators required to set SLG goals?**

Yes, administrators who are in licensed TSPC positions are required to set SLG goals. However, SB 290 allows administrators to establish SLG goals that are based on their individual circumstances and assignment. Central office administrators may use broad discretion when setting SLG goals based on groups of schools, groups of students, or subject areas most relevant to the administrator's job responsibilities, or on district-wide student learning results. See ["Who Is Evaluated Under SB 290?"](#) for guidance on types of measures appropriate for administrators.

**33. Are Speech Language Pathologists (SLP) required to set SLG goals?**

Guidance provided in "Who is evaluated under SB 290?" indicates that TSPC licensure is the first "filter" in determining who should be evaluated, based on Oregon's definition of teacher (see Question 1). As per this definition, only those SLPs who are licensed by TSPC and provide instruction (including specially designed instruction for special education) to students are required to set student learning and growth goals. SLPs who provide related services (ORS 342.035(15)) would not be required to set SLG goals.

**34. Do school counselors need to write SLG goals aligned to academic standards?**

No, however, counselors do need to set SLG goals appropriate to their job assignment which may include measures of academic, social, emotional, behavioral, or skill development; or indirect measures such as graduation, attendance rates, or advanced course taking. Their goals may also be based on professional standards such as the American School Counselor Association (ASCA) standards.

Additional information on matching educators to appropriate measures can be found in Table 2 in ["Who Is Evaluated Under SB 290?"](#)

**35. How should teachers whose job it is to move students out of intervention programs (e.g., Title I teachers, special education teachers, speech pathologists) set SLG goals since they do not necessarily have an intact group of students all year?**

All teachers should set SLG goals for student learning and growth that reflect the responsibilities of their job assignment. For example, teachers who are responsible for student learning in intervention programs could write a goal about the progress of students exiting the program within the timeframe outlined in

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their individual plan, or they could look at all the students they teach and create goals around a cohort with the greatest number of students who have similar needs.

Another approach might be to create one goal that covers students who do not exit the program and be based on growth in learning in the program, and the other goal would cover the number or percentage of students that exit. They could write the goal as growing from a baseline to exit criteria.

### **36. How do special education teachers/personnel who instruct students with IEPs set SLG goals?**

Just like their general education counterparts, Special Education teachers set two student learning and growth goals. Because Special Education teachers provide individualized instruction specific to the needs identified in students' Individualized Education Plans (IEPs), there are different ways to conceptualize how to set student learning and growth goals. Information contained within various sections of the IEP is one valuable source among many that may be used to inform student learning and growth goals, and can be used to provide baseline data. Special Education teachers would write goals around a specific content area and use those students to whom they provide instruction and/or services as their intact group. The educator should aim for including as many students as possible into their two goals **and** should set as long a period as possible for each goal.

### **37. Can CTE teachers set SLG goals around the development of students' employability skills?**

Yes. The content of instruction provided by CTE teachers encompasses technical, academic, and employability skills. When setting Student Learning and Growth goals CTE teachers should use standards appropriate to their instruction which could include academic content standards such as CCSS for Literacy and Mathematics, Oregon's Science Standards, as well as the Common Career Technical Core (CCTC) including the career ready practices, the Oregon Skill Sets, and the Oregon Essential Skills.

### **38. Can a Career and Technical (CTE) Technical Skills Assessment be used as a Category 2 measure of student growth?**

In order to use a CTE Technical Skills Assessment as a Category 2 measure of student learning and growth the assessment must be a district-wide or school-wide measure that meets state criteria. In addition, the CTE Technical Skills Assessment must not be supported with federal Perkins funds in order to avoid supplanting issues.

## **SLG GOALS AND ASSESSMENTS**

### **39. What types of measures can be used to evaluate SLG goals?**

Selecting and/or developing assessments may be one of the most important steps in the SLG goal process. These measures enable educators to determine growth toward and attainment of the SLG goal. There are two categories of measures for SLG goals outlined in Table 1 of the [Student Learning and Growth Goal Setting Guidance](#).

**Category 1** are the Oregon state assessments for ELA, Math, Social Sciences, Science and ELPA.

**Category 2** measures include:

- Commercially developed assessments that include pre- and post-measures
- Locally developed assessments 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

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**40. Who is required to use the Smarter Balanced assessment as a measure for their SLG goals? **NEW****

With the passage of ESSA, the use of statewide assessments as a measure of SLG goals are now **OPTIONAL** for all educators regardless of the grade or subject they teach/lead.

**41. What Category 1 assessments are effective at measuring life skills?**

As part of Oregon's ESEA waiver only statewide assessments in ELA and Math are considered Category 1 measures. Life skills would be measured by a Category 2 assessment appropriate to that content.

**42. Can tasks or performance assessments scored with Oregon's official state scoring guides be used at Category 1 assessments?**

While Oregon's official state scoring guides provide a uniform tool for scoring student work across the state, tasks or performance assessments that are scored with these tools do not qualify as Category 1 measures.

To be a Category 1 measure, the same assessment and administration guidelines must be used statewide. Because work samples are created by individual teachers and the tasks vary, they cannot be considered Category 1 measures. Tasks scored with Oregon's official state scoring guides could, however, be considered Category 2 assessments if they are administered school-wide or district-wide and if the assessment, as considered overall, meets state assessment criteria. Oregon's official state scoring guides are available in Reading, Writing, Mathematics, Scientific Inquiry, and Engineering on the following webpage, <http://www.ode.state.or.us/search/page/?id=32>.

**43. Are Special Education teachers required to use state assessments(OAKS or Extended Assessment) to set an SLG goal? **REVISED****

With the passage of ESSA, the use of statewide assessments as a measure of SLG goals are now **OPTIONAL** for all educators regardless of the grade or subject they teach/lead.

**44. Who could choose to use the ELPA21 as a measure? **REVISED****

The ELPA21 could be used as a measure by both teachers and administrators in a limited manner. The use of proficiency level descriptors (as described below )would be the most appropriate use of ELPA21 data. It is only recommended that ELPA21 data be used when the population is large enough (a minimum group size of 40 EL students) within a grade level, a school, or a district.

**NOTE:** Due to delays in the availability of data, the use of ELPA21 as a Category 2 measure may not be useful for the 2016-17 school year until approximately 2<sup>nd</sup> semester. **ELPA21** results should be available for use in 2017-18 goals.

**45. If I chose to use the ELPA21, how should I use it in setting SLG goals? What considerations need to be addressed when using ELPA21 data?**

The ELPA21 is administered once annually, and is intended to provide information on the gains being made by students in acquiring English. ELPA21 can be a valuable tool for goal setting, when used correctly. At the district level ELPA21 data can be used to determine overall program effectiveness. At the school level ELPA21 data can inform the type of ELD classes that need to be provided to support the students in a particular school. ELPA21 data can also be used to determine an individual student's level of proficiency for class placement.

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When setting SLG goals, using student movement between proficiency levels as a measure of growth would be an appropriate use of ELPA21 data. Because the scale scores that identify proficiency at each level are not comparable across grades, using a student's scale score would not accurately illustrate progress.

### **46. Does ODE have a list of approved interim assessments?**

ODE has published a list of interim and formative assessments for Common Core

[www.ode.state.or.us/wma/teachlearn/testing/resources/ccss\\_asmt\\_interim\\_formative\\_info.xls](http://www.ode.state.or.us/wma/teachlearn/testing/resources/ccss_asmt_interim_formative_info.xls)

and a list of assessments that measure student growth and, according to the assessment company, can be used as a part of educator evaluations

[www.ode.state.or.us/wma/teachlearn/testing/resources/commercial\\_student\\_growth\\_assessments.xls](http://www.ode.state.or.us/wma/teachlearn/testing/resources/commercial_student_growth_assessments.xls)

These lists are intended to be informational resources for districts. To develop this list, ODE created an online survey for assessment companies to complete, then compiled the survey responses into a list. ODE has not verified the information that the assessment companies provided, and ODE does not endorse the use of any of the assessments in this list.

## **EVALUTION AND GROWTH CYCLE**

### **47. Is there a difference between how often probationary and contract teachers/administrators are evaluated?**

Yes. The summative evaluation must occur on a cycle determined by the educator's contract status. Probationary teachers and administrators must be evaluated every year and contract teachers and administrators every two years.

### **48. Are probationary teachers required to receive a formal evaluation?**

Though Oregon statute does not specifically address formal observations for probationary teachers, providing probationary teachers with formal observations during the three year probationary period would be best practice.

### **49. How will the March 15th deadlines for probationary teacher decisions be accommodated; as state assessment results will not be available?**

The March 15 deadline will not change for the 2016-17 school year. In making decisions about whether to renew a probationary teacher's contract districts must consider multiple pieces of evidence. Evidence could include teacher performance on professional practice and responsibility standards as well as progress toward meeting SLG goals that are based on other assessments.

### **50. Do district goal setting calendars have to be fall through spring?**

As long as districts have a cycle for evaluation and professional growth as outlined in the Oregon Framework for Educator Evaluations the district may determine the schedule.

### **51. Are professional goals required to be set annually?**

All educators are required to set at least one professional goal. The frequency of goal setting depends on the educator's contract status. Probationary teachers and administrators are required to be evaluated annually and must therefore set annual professional goals. With contracted teachers and administrators districts have discretion for determining how many professional goals will be set over the two year cycle.

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### **52. What are some examples of tools for self-reflection could be useful in informing goal setting for professional goals?**

For districts using the Danielson Framework for Teaching, the elements, indicators and critical attributes included in the document can be used to help inform goal setting. Similarly, the Salem-Keizer LEGENDS rubric for teachers includes guiding questions that can be used to support this process. Districts not using one of these two models could use these examples to develop their own guiding questions.

### **53. How is an educator's summative evaluation determined?**

Despite the expiration of the NCLB waiver on August 1, 2016 state law (SB 290) and rule (OAR 581-022-1723) describe statewide requirements for evaluation. Until the State Board of Education adopts revisions to the OAR, districts must continue to use the Oregon Matrix Model for their summative evaluations. In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersects with Student Learning and Growth (SLG) culminating in a Professional Growth Plan and summative performance level. A detailed description of the Oregon Matrix can be found at <http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/oregon-matrix-model-for-educator-evaluation-may-2014-2.docx>

### **54. What if a teacher or principal does not meet their SLG goals? How does that affect their summative evaluation?**

Due to the complex nature of teaching and administrator practice, a single measure does not provide sufficient evidence to evaluate performance. District evaluation and support systems are required to include multiple measures for this very reason. Evaluations are expected to be based on a review of all the evidence; SLG goals are just one piece. Performance on student learning and growth is factored into the summative evaluation along with evidence of professional practice and professional responsibility. An educator's summative evaluation will help determine the next steps in their professional growth cycle and aligned professional learning opportunities.

For educators who are evaluated on an annual basis, both SLG goals set each year will be used in determining the summative score. For those educators on a two year evaluation cycle, two out of the four goals written during the two year period are selected for inclusion in the summative evaluation. SLGs will be scored using Oregon's SLG Scoring Rubric. More information on scoring SLGs and determining summative evaluations can be found in the [Oregon Matrix](#) document.

### **55. What if, as part of the evaluation cycle, it is determined that sufficient progress on SLG goals is not being made? Can the goal be revised?**

Student learning and growth goals should be rigorous, but attainable. Teachers and administrators complete goal setting in collaboration with their supervisor/evaluator. During the collaborative planning process, the educator and supervisor/evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate research-based strategies, quality of evidence and standards addressed. Goals must remain the same throughout the year, but strategies for attaining the goals may be revised as part of the professional conversation between the educator and evaluator.

### **56. If contract teachers are evaluated every two years, are the student learning and growth goals approved for two years, or every year?**

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Setting SLG goals is an annual process for all educators, therefore SLG goals are approved every year. In the summative evaluation of contract teachers, two of the four goals are selected to determine the SLG performance level.

**57. Are districts required to provide their teachers and administrators with a summative score?**

For reporting purposes, USDE requires that ODE collect districts' summative evaluation data aggregated at the school and district level in the Teacher and Principal Data Collection. Teacher summative performance levels are aggregated at the school level. Principal summative performance levels are aggregated at the district level. It is the decision of individual districts as to whether they provide summative ratings to their staff.

**58. Some instruction in our district is delivered by teachers who are provided through the ESD. Who is responsible for conducting their evaluation - the district or the ESD?**

Whoever employs the teacher is responsible for evaluating the teacher. If the teacher is employed by the ESD then the ESD would be responsible for the evaluation under SB 290.

### DIFFERENTIATED PERFORMANCE LEVELS (RUBRICS)

**59. Do all elements of a particular rubric need to be evaluated during each evaluation cycle?**

One required element of all evaluation systems is that they provide aligned professional learning (professional development) that is informed by the results of the evaluation and targeted to the needs of the educator. Since every educator will have unique areas of strength and areas for improvement it is reasonable to assume that the evaluation and professional learning may be targeted to specific areas represented by the rubric. However, gathering baseline data for all teachers on all aspects of the rubric would be advisable as part of the first evaluation cycle.

**60. If a district is using an ODE Recommended Rubric (e.g., Danielson) is the district allowed to make changes to the rubric?**

Districts are welcome to make changes to a recommended rubric if doing so will provide a better fit between the rubric and the district. However, if a district changes more than 10% of a recommended rubric then a match gap analysis must be submitted along with the modified rubric in order to assure alignment between the modified rubric and the standards.

**61. ODE has recommended rubrics for teachers and administrators. Will ODE create rubrics for specialized staff (e.g., speech pathologists, counselors, etc.) or must districts create their own rubrics for these categories?**

Districts can look to national organizations to identify standards that may be used to modify the district's existing rubrics or to develop rubrics for specialized instructional support personnel. For example, the American School Counselor Association has standards that can be found at <http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

The Center for Great Teachers and Leaders (GTL) provides recommended guidance documents for specialized personnel including [Evaluating Specialized Instructional Support Personnel](#). The GTL website also provides [link](#) to examples from other states which districts may find helpful.

Two of the ODE recommended rubrics (LEGENDS and Danielson) have already created specialized rubrics which are linked in the [Educator Effectiveness Toolkit](#).

## Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions

### OTHER

**62. What are the state reporting requirements for teacher evaluation results?**

The current Principal and Teacher Evaluation data collection has been aligned to the four performance levels defined in the Oregon Framework for Educator Evaluations. Teacher summative performance levels are aggregated at the school level (i.e. how many teachers rated a 1, 2, 3, 4 in the school). Principal evaluation data is aggregated at the district level (i.e. how many principals rated a 1, 2, 3, 4 at the district level).

**63. Can peer observations be used in the evaluation system?**

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

**64. What role do the results of educator evaluations have in making hiring determinations?**

The Framework does not mandate how evaluations must be used, but rather “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, etc.)”

**65. Will districts be allowed to modify and refine their systems?**

Continuous improvement, review, and revision should be at the core of educator effectiveness work. It is expected that districts will continue to revise and refine their systems over time to ensure that they work in practice and provide effective professional development for our educators. This includes changing the rubric used by the district, as long as it is aligned to the Oregon adopted standards for teacher and administrator practice.