

District Educator Evaluation and Support System

Guidelines for Regional Peer Review Panels

<u>Sections</u>	<u>Page</u>
Overview	2
PRP Process Steps	3
Key Dates	4

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Section 1: Overview

In 2011, the Oregon Legislature passed Senate Bill 290 launching new requirements for educator evaluation systems statewide. In 2012, as part of the Elementary and Secondary Education Act (ESEA) Flexibility Waiver process, the Oregon Department of Education (ODE) and a stakeholder workgroup developed state guidelines for local educator evaluation systems in Oregon. The *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*, endorsed by the Oregon State Board of Education in 2012, aligns both SB290 and ESEA waiver requirements and provides parameters for districts as they develop and implement their local systems.

The primary goal of Oregon's evaluation system is the **professional growth and continuous improvement of all educators' practice**. The system is based on the standards of professional practice for teaching and leadership designed to increase the quality of instruction in the classroom and leadership within the school and district to improve achievement and equitable outcomes for all students.

As a requirement of the ESEA waiver, ODE must establish a process to ensure that all districts implement a comprehensive, high-quality evaluation and support system consistent with state guidelines. Recognizing that the development and implementation of a high-quality evaluation system occurs over time, Oregon's process has been designed in three phases:

Phase 1: In 2013, all Oregon school districts submitted **SB290 District Assurances** to ODE, assuring that their developing evaluation systems were aligned to the state requirements outlined in the Oregon Framework and approved by ODE.

Phase 2: In 2014, all districts must present details and documentation of their local evaluation and support system to a regional **Peer Review Panel (PRP)**. In this process, districts will receive targeted feedback and supports tailored to their needs and panel reviews will identify best practices. This process is intended to help districts identify areas where they may need assistance. ODE will provide statewide professional learning opportunities and regional implementation support.

Please note the ESEA waiver timeline requires all districts to present their evaluation system and receive feedback by July 1, 2015. However, in order for districts to benefit from technical assistance targeted to their implementation needs during the 2014-15 school year PRPs should be completed no later than December 1, 2014.

Phase 3: Beyond 2015, districts will continue to monitor and adjust their local evaluation and support systems through their district **continuous improvement process**.

The purpose of this document is to guide districts in preparing for a presentation of their educator

evaluation and support system for **teachers and administrators** to a regional PRP. ODE has collaborated with partners including Oregon Education Association (OEA), Confederation of Oregon School Administrators (COSA), Chalkboard, Oregon Association of Education Service Districts (OAESD) and Northwest Comprehensive Center at Education Northwest and has engaged educators in developing these guidelines and criteria. The PRP guidelines establish common expectations for a high-quality educator evaluation and support system that emphasizes professional growth of all educators and continuous improvement of the system.

The PRP guidelines and criteria support the work of school districts to assure educator quality through a comprehensive district educator evaluation system that:

- establishes a common understanding of expectations for educator quality within the district;
- emphasizes the professional growth and continuous improvement of individual educators;
- creates an organizational approach to the collective professional growth and continuous improvement of groups of educators to support district goals;
- provides quality assurance for the performance of all district educators;
- assures fair, accurate, and consistent evaluations; and
- provides district educators a role in guiding the ongoing system development in response to systematic feedback and changing district needs.

ODE recommends that the collaborative team responsible for district leadership in educator evaluations review the guidelines to develop an understanding of what will be required to present to the regional PRP.

Peer Review Panel (PRP) Process

Step 1: All districts complete a review of their teacher and administrator evaluation and support systems using the guidelines in this document and the accompanying **Self-Appraisal Tool** prior to meeting with the PRP. The tool includes indicators for both teacher systems and administrator systems.

Key indicators for each criteria are highlighted in **bold print**. Districts must identify next steps for the **key indicators** that are determined to be insufficient or progressing to ensure quality systems are fully implemented. Guiding questions are provided for each indicator to help districts identify evidence in their system that allows the district team and Peer Review Panel to determine how well the district's system addresses the criteria. (Please note, it is not intended for the district team to write out answers to these questions.)

Indicators are described by three levels: ☐Insufficient, ☐Progressing, and ☐Sufficient. For each indicator, identify the level that best describes implementation in the district. In the Evidence column of the Self-Appraisal Tool, simply indicate by page number/tab/title where in the district's evaluation system documents (e.g. handbooks, rubrics, calendars, presentation materials) evidence is found. There is no need to rewrite or summarize the document.

Step 2: Districts complete the two-page summary template provided incorporating the results from the self-appraisal of both their teacher and administrator evaluation and support systems, outlining the strengths and gaps within these systems.

Step 3: Two weeks prior to the district's PRP, districts submit materials to their regional PRP coordinator including: the self-appraisal, the summary template, two administrator and two teacher student learning and growth (SLG) goals, and district documents that illustrate their complete system (e.g.;

implementation and professional learning materials, handbooks, rubrics, calendars).

Step 4: PRP members conduct a review of submitted materials using the self-appraisal tool and the review template.

Step 5: District representatives (2-3 representatives per district) meet with PRP for a one- hour conversation. Districts report out on their identified strengths and weaknesses and panel members report on their review. They engage in dialogue and determine next steps/issues to be addressed and identify best practices that can be shared with other districts.

Step 6: The PRP panel leader completes the final summary template documenting the process and identified issues/next steps and sends it to the district's panel representative(s) as well as to the ESD PRP contact person. The district reviews the completed final summary, revising as needed, and submits the final version to the ESD contact person and to ODE.

Step 7: Districts will incorporate the PRP final summary and identified next steps into the district's comprehensive plan for continuous improvement in Oregon's Indistar® tool. The district's PRP process can be used to address the Indistar® indicators for "Educator Effectiveness."

Required Attachments and Links

- A. Self-appraisal for both teacher and administrator systems; two teacher and two administrator SLG goals (must include ELA or math and a non-tested subject for both); and district documentation that illustrates the complete system (e.g.; implementation and professional learning materials, handbooks, rubrics, calendars)
- B. Contract language related to educator evaluation and support

Support to Districts

Through the PRP process districts will identify supports they need and best practices to share. ODE will use information from the PRPs to inform and drive professional learning across the state, provide targeted technical assistance, and offer opportunities for districts to network and share best practices during the 2014-15 school year.

Accountability

Districts must present their evaluation systems to a Peer Review Panel prior to July 1, 2015. This is a requirement of both the ESEA Waiver and Oregon Administrative Rule 581-018-0315. Using the Indistar® tool, ODE will follow up with districts to ensure insufficient and progressing indicators are addressed. A review of districts' progress will also be incorporated into the scheduled review of district Continuous Improvement Plan and federal monitoring processes.

Key Dates

June 2014	ODE provide criteria for panelists' selection.
June 2014	ODE disseminate revised PRP guidelines and criteria for PRP panelists ODE pilot tools and process with selected districts

Aug 1-Sept 1, 2014	Districts submit names of panelists to their ESDs.
Sept-Oct 2014	ODE provide regional PRP trainings for panelists.
Sept-Dec 1, 2014	<p>Districts present their evaluation and support systems to a PRP scheduled at their regional ESD.</p> <p>PRPs should be completed no later than December 1, 2014 in order for districts to benefit from technical assistance targeted to their implementation needs during the 2014-15 school year.</p> <p><i>Any district or ESD that would like to begin the process prior to the start of the 2014-2015 school year is welcome to submit a timeline and plan to ODE for approval.</i></p>
2014-2015	ODE, partners, and technical assistance providers provide targeted and regional support to districts and disseminate districts' best practices.

Contact Information

For questions, please contact:

Sarah Phillips, Educator Effectiveness Specialist

Sarah.phillips@state.or.us

503-947-5783

Theresa Richards, Director of Educator Effectiveness

Theresa.richards@state.or.us

503-947-5736