Session Outline

A. Educator Effectiveness: Policy & Purpose

B. Five Required Elements in Evaluation and Support Systems

C. Implementation Timelines
Oregon Framework for Teacher and Administrator Evaluation and Support Systems

EDUCATOR EFFECTIVENESS: POLICY & PURPOSE
Purposes of Evaluation and Support System

- Strengthen the knowledge, dispositions, performances and practices of teachers and administrators to improve student learning.

- 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.

- Assist school districts in determining effectiveness of teachers and administrators in making human resource decisions.
Effective Teachers and Leaders Matter

Within the school environment, teachers and administrators have the greatest impact on student learning.

Ensuring educator effectiveness is key to addressing the achievement gap for all students.

and reaching Oregon’s 40/40/20 goal.
Oregon Commitments

- No public reporting of individual teacher data
- Not supporting the use of standardized 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
Educator Effectiveness Workgroup

- K12 classroom teachers
- K12 principals
- District superintendents and other administrators
- ODE, OEA, COSA, TSPC, OSPA
- Local school board
- OUS - teacher and administrator preparation programs
- Non-profit organizations
- Northwest Regional Comprehensive Center (NWRCC)
State Requirements

- **SB 290**
  State Board of Education, in consultation with the Teacher Standards and Practices Commission, shall adopt core teaching standards and administrators standards that improve student academic growth and learning by:
  - Assisting school districts in determining the effectiveness of teachers and administrators
  - Improving the professional development and classroom practices of teachers and administrators

- **Educator Evaluation OARs adopted by State Board in Dec 2011 and revision in June 2012**
  (OARs 581-022-1723;1724;1725)
Federal Requirements

- ESEA Waiver Criteria for Teacher and Principal Evaluation Systems:
  - Used for continual improvement of instruction
  - Differentiated performance levels
  - Multiple measures, including student growth as a significant factor
  - Evaluate on a regular basis
  - Provide clear, timely, useful feedback; identifies needs and guides professional development
  - Used to inform personnel decisions

✓ Ensure districts implement educator evaluation & support systems consistent with state adopted guidelines

Oregon waiver approved July 2012
The Oregon Framework incorporates SB290 and federal requirements.

Guides implementation of aligned state & federal requirements.
Oregon Framework

- Purpose of the Oregon Framework is to guide local development/alignment of evaluation & support systems to:
  - Promote professional growth based on standards of professional practice
  - Improve instruction and leadership
  - Improve student learning and growth for each and every student
Oregon Framework for Teacher and Administrator Evaluation and Support Systems

FIVE REQUIRED ELEMENTS IN EVALUATION & SUPPORT SYSTEMS
### Oregon Framework Required Elements

Elements must be included in all **teacher** and **administrator** evaluation and support systems in Oregon school districts:

| (1) Standards of Professional Practice | (2) Differentiated Performance Levels: 4 Levels | (3) Multiple Measures | (4) Evaluation and Professional Growth Cycle | (5) Aligned Professional Learning |

- Establishes the parameters for all local evaluation systems
- Districts must align to requirements but have flexibility in local design
### Standards of Professional Practice

#### Teachers

**Model Core Teaching Standards (INTASC)**

- Four Domains:
  1. The Learner and Learning
  2. Content
  3. Instructional Practice
  4. Professional Responsibility

#### Administrators

**Educational Leadership/Administrator Standards (ISLLC)**

- Six Domains:
  1. Visionary Leadership
  2. Instructional Improvement
  3. Effective Management
  4. Inclusive Practice
  5. Ethical Leadership
  6. Socio-Political Context
InTASC 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.

ISLLC 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.
Differentiated Performance Levels

- Performance evaluated on the Standards of Professional Practice on 4 levels:
  - Level 1 – Does not meet standards
  - Level 2 – Making progress toward standards
  - Level 3 – Meets standards
  - Level 4 – Exceeds standards

ODE will provide at least 3 approved rubrics aligned to InTASC and ISLLC standards that districts may select
  - If other rubric used, district must ensure validity and reliability
Differentiated Performance Levels

- Performance on standards is measured using a 4-level evaluation rubric:
  - Level 1 – Does not meet standards
  - Level 2 – Making progress toward standards
  - Level 3 – Meets standards → Proficient
  - Level 4 – Exceeds standards
Differentiated Performance Levels

- District *must* use a 4-level evaluation rubric for teacher and administrator evaluation systems
- District *may* label the four levels as they choose, aligned to the levels described in the Framework
Multiple Measures

(A) Professional Practice

- Evidence of practice
  - Observation
  - Examination of artifacts

(B) Professional Responsibilities

- Evidence of progress toward professional goals or contribution to school or district goals

(C) Student Learning and Growth

- Evidence of educators’ contributions to student learning
Multiple Measures: Student Learning & Growth

- Collaborative Student Learning and Growth Goal Setting Process:
  - Teachers and administrators collaborate with supervisors/evaluators to establish at least two student learning and growth goals for the year
  - Discuss rigor and rationale of each goal, research-based strategies, quality of evidence and standards addressed
  - Meet and discuss progress mid-year and at end of year
  - Reflect on results and determine implications for professional growth plans and summative evaluation*

*Student learning and growth piloted in 2012-13 & 2013-14
S.M.A.R.T. Goals

- What do I want my students to know and be able to do by the end of this course/year?
- What assessments are available to assess my students’ learning and growth?
- Where are my students starting?
- What do I expect them to achieve by key milestones throughout the year?
- How will I chart each student’s progress along the way so I can know how to re-group for the purpose of re-teaching, enrichment, and/or acceleration?
- How did my students do? What should I do differently next time?

- S = Specific and Strategic
- M = Measurable
- A = Action Oriented
- R = Rigorous, Realistic, and Results
- T = Timed and Tracked
## Multiple Measures: Student Learning & Growth

For each goal, select multiple measures from the following three categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Types of Measures</th>
<th>Examples, but not limited to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>State or national standardized assessments</td>
<td>OAKS, SMARTER, ELPA, Extended Assessments</td>
</tr>
<tr>
<td>2</td>
<td>Common national, international, regional, district-developed measures</td>
<td>ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state</td>
</tr>
<tr>
<td>3</td>
<td>Teachers: Classroom-based or school-wide measures</td>
<td>Student performances, portfolios, products, projects, work samples, tests</td>
</tr>
<tr>
<td></td>
<td>Administrators: Other school-wide or district-wide measures</td>
<td>Graduation rate, attendance rate, drop-out rate, discipline data, PSAT, AP/IB tests, dual enrollment, college remediation rates, etc.</td>
</tr>
</tbody>
</table>
ESEA Waiver Requirement:

- Teachers responsible for student learning in ELA and math must use state assessment as ONE measure AND will also select additional measures from category 2 or 3 based on what is most appropriate for the curriculum and students they teach.

- Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the three categories, based on what is most appropriate for the curriculum and students they teach.
Evaluation and Professional Growth Cycle

Critical steps in the cycle
Collaborative process, ongoing feedback, focus on improving effectiveness
Aligned Professional Learning

- Evaluation aligned with high quality professional development opportunities
  - Informs decisions for professional growth plans
  - Relevant to educator’s goals and needs

Standards for Professional Learning

http://www.learningforward.org/standards
Oregon Framework for Teacher and Administrator Evaluation and Support Systems

IMPLEMENTATION TIMELINES
## Oregon Framework Implementation Timeline

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
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<tbody>
<tr>
<td>July 2012</td>
<td>ESEA Waiver approved; State Board endorsed Oregon Framework</td>
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<tr>
<td>2012-13</td>
<td>Pilot framework and student growth measures in 50 schools</td>
</tr>
<tr>
<td></td>
<td>All districts develop or align local evaluation &amp; support systems; regional support</td>
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<tr>
<td>Spring 2013</td>
<td>ODE resubmit amended evaluation guidelines forUSED approval</td>
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<tr>
<td>By July 1, 2013</td>
<td>All districts submit assurances and pilot implementation plan to ODE</td>
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<tr>
<td>2013-14</td>
<td>All districts pilot implementation of local systems; regional support</td>
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<tr>
<td>2014-15</td>
<td>All districts implement local systems; regional support</td>
</tr>
<tr>
<td>By July 1, 2015</td>
<td>All districts submit local evaluation system in Regional Peer Review Process</td>
</tr>
<tr>
<td>2015-16 &amp; beyond</td>
<td>Continuous improvement of systems</td>
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</tbody>
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2012-2013 Pilot

SB252 District Collaboration Grants

- Collaboration of teachers, administrators, & union rep to design and implement:
  - Evaluation processes;
  - Career pathways;
  - Compensation models; and
  - Enhanced professional development

- Districts have blueprints for implementation
<table>
<thead>
<tr>
<th>SB252 Districts:</th>
<th>2012-2013 Pilot</th>
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<tbody>
<tr>
<td>Vernonia</td>
<td>Two additional districts in partnership with OEA to participate with pilot cohort</td>
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<tr>
<td>Sisters</td>
<td>Analyze existing data and study on-going efforts in non-pilot districts</td>
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<tr>
<td>South Lane</td>
<td>ODE will provide all districts opportunities to network with and learn from pilot districts</td>
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<tr>
<td>Ashland</td>
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<td>Pendleton</td>
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<td>Lebanon</td>
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<td>Redmond</td>
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<td>Sherwood</td>
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<td>Lincoln County</td>
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<td>McMinnville</td>
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<td>Oregon City</td>
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<td>Springfield</td>
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### What do I have to do? When?

<table>
<thead>
<tr>
<th>Pilot Districts 2012-13</th>
<th>All Districts 2012-13</th>
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<tbody>
<tr>
<td>Align evaluation blueprint with Oregon Framework (5 required elements)</td>
<td>District collaborative design teams study Oregon Framework requirements to develop/align local evaluation system and plan to pilot</td>
</tr>
<tr>
<td>Pilot student growth goal setting process &amp; multiple measures</td>
<td>✓ District &amp; school administrators, teachers, and bargaining representative</td>
</tr>
<tr>
<td>Examine student learning and growth models</td>
<td>✓ Local school board approval</td>
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</table>
By July 1, 2013
All districts must submit to ODE assurances that their revised local evaluation & support system complies with the 5 required elements described in the Oregon Framework and an implementation plan for piloting in 2013-14

ODE will provide a template (on-line survey tool) for district leaders to complete

✓ Template will be available to districts by Nov 2012
What do I have to do? When?

**The template will include assurances of:**

- Local board adoption of InTASC and ISLLC Standards by July 1, 2013
  - If other standards used, district must submit a “crosswalk” that shows alignment

- Selected scoring rubrics with 4 performance levels for teacher and administrator evaluations
  - ODE will provide at least 3 approved rubrics aligned to InTASC and ISLLC that districts may select
    - If other rubric used, district must ensure validity and reliability
What do I have to do? When?

**The template will include assurances of:**

- The district’s preliminary plans for multiple measures for teacher and administrator evaluations for:
  - Professional Practice
  - Professional Responsibility
  - Student Learning and Growth/Goal Setting Process

Pilot districts in 2012-13 will examine student learning/growth and provide models by June 2013
What do I have to do? When?

*The template will include assurances of:*

- District evaluation and professional growth cycle for teachers and administrators, including:
  - Self-reflection
  - Goal setting
  - Observation/collection of evidence
  - Formative assessment/evaluation
  - Summative evaluation
The template will include assurances of:

- A regular cycle for summative evaluations of teachers and administrators
  - Annual for probationary teachers and administrators
  - At least every two years for contract teachers and administrators
- Local school board policy re: how evaluation system informs personnel decisions
  (e.g. contract status, contract renewal, professional growth plans, plans of assistance, assignment, career advancement, etc.)
The template will include assurances of:

- Professional learning and growth aligned to teacher and administrator evaluations

- District plan & timeline for piloting implementation of local evaluation system
  - Phase-in of requirements
  - Collaborative process with teachers, administrators & bargaining rep
  - Local school board approval
  - Staff training on evaluation system
  - Training & calibration of evaluators
  - Test for validity & reliability
What do I have to do? When?

By September 1, 2013

✓ ODE will review and approve districts’ evaluation and support systems/implementation plans
✓ Engage stakeholders in the review/approval process
✓ Identify district needs for professional development and technical assistance
✓ Plan for statewide and regional support based on district needs
What do I have to do? When?

2013-2014

- All districts will pilot implementation of their local teacher & administrator evaluation & support system
  - (SB290) A school district board must include the adopted core teaching standards and administrator standards for all evaluations of teachers and administrators after July 1, 2013
  - Pilot implementation of remaining requirements
  - Districts may choose to pilot in all or some schools
  - Provide training to staff and evaluators
  - Test validity and reliability of the system
2014-2015

- All districts will fully implement their local teacher & administrator evaluation & support system in all schools
  - Continue to provide training for staff and evaluators
  - Continue to test validity and reliability
  - Revise and improve local system as needed
  - Prepare to submit documentation to Regional Peer Review Panel
By July 1, 2015

- All districts will submit their local teacher and administrator evaluation & support system to a Regional Peer Review Panel
  - Documentation and validation of local evaluation system
  - Review meets federal accountability requirement
  - District plan for technical assistance if needed and/or identification of best practices to disseminate
Oregon Framework Implementation

2015-16 and Beyond
Implementation of educator evaluation systems is a continuous improvement process

- Monitor what is working and not working over time
- Take into consideration emerging research and best practices
- Adjust state framework and policies as needed
Professional Development

✓ Educator Effectiveness Summit in Portland (9/26) & Bend (10/24)

✓ Oregon Evaluation Framework Toolkit
  - On-line resources (tools, models, best practices) to support implementation
    http://www.ode.state.or.us/search/page/?id=3637

✓ ODE partner with COSA, OEA, OSBA, OSPA on statewide events targeted to audiences

✓ ODE provide webinars on evaluation topics
Regional Support

✓ Build capacity regionally for professional development and technical assistance to support districts with implementation

✓ Provide opportunities for networking and collaboration across districts to leverage training and share best practices

✓ Leverage support through the Regional Continuous Improvement Network for focus, priority and model schools
Continuous Improvement Network

Annual Rating of Schools

Priority Schools
Focus Schools
Model Schools
Other Title I Schools

Annual Self-Evaluation
Guided by Leadership Coaches

Deeper Diagnoses of 5 Key Areas
- Technical and Adaptive Leadership
- Educator Effectiveness
- Teaching and Learning
- District and School Structure and Culture
- Family and Community Involvement
Conducted by School Appraisal Teams

Comprehensive Achievement Plan
Developed collaboratively by District, School, Network Coordinator, and Leadership Coach

Internal Continuous Improvement Process

Continuous Improvement Network
Staffed by Regional Network Coordinators and School Support Teams

Leadership Coaching
What is missing from this picture so far? What is it we’re not seeing? What do we need more clarity about?
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Educator Effectiveness Website
http://www.ode.state.or.us/search/page/?id=3478