

SOUTHERN OREGON
EDUCATION SERVICE DISTRICT

**TEACHER & ADMINISTRATOR
EVALUATION & SUPPORT
SYSTEM**

EMPLOYEE GUIDE

SOUTHERN OREGON EDUCATION SERVICE DISTRICT

TEACHER & ADMINISTRATOR EVALUATION & SUPPORT SYSTEM

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This Employee Guide and related evaluation documents are posted on the SOESD website (click on the Educator Effectiveness icon). Check there for the most recent versions of evaluation documents and guidance. You will also find samples of completed documents.

BACKGROUND AND INTRODUCTION

In 2011, the Oregon legislature passed Senate Bill 290 (SB 290) to strengthen expectations for educator evaluations and professional growth. State law now requires each school district to develop a system of evaluating educator performance in collaboration with their local Association. To comply with the requirements of SB 290, Southern Oregon Education Service District (SOESD) established a Teacher and Administrator Evaluation and Support System (SB 290) Planning Team to accomplish the following tasks during the 2012-2013 school year: select the standards of professional practice, select evaluation rubrics, identify differentiated performance levels, define and quantify multiple measures, describe the evaluation and professional growth cycle, link aligned professional learning to the evaluation cycle, determine components of the evaluation system, review feedback about the standards and rubrics, and develop an implementation plan. Members of the Planning Team consisted of teachers and Association members (Dale Balme, Teacher of the Hearing Impaired, Scott Beveridge, Technology Specialist/Web Master, Susan Boigon, Teacher of the Visually Impaired, Kaye Dowling, STEPS Teacher, Cynthia Fuglsby, STEPS Plus Teacher, Kim Hosford, School Psychologist, Mari Martinen, Autism Spectrum Disorders Consultant, Susan Sprague, STEPS Teacher, Janell Walton, School Psychologist, and Jennifer Zon, STEPS Teacher) and administrators (Sandra Crews, Director of Special Education Services, Evelyn Henderson, Supervisor of Special Programs, Agnes Lee-Wolfe, Supervisor of Special Programs, and Susan Peck, Supervisor of Special Programs). Their work culminated in a presentation to SOESD's Board of Directors in May 2013 and submission to ODE of a signed Statement of Assurances regarding SOESD's new Teacher and Administrator Evaluation and Support System.

A major outcome of the SB 290 Planning Team's work was the application of the SOESD Teacher and Administrator Evaluation & Support System to all licensed SOESD staff (whether TSPC licensed or not). That decision was based on these underlying assumptions:

- All SOESD jobs impact student learning and growth.
- Our overall goal is improved student outcomes.
- All SOESD, department, or individual goals should support improved student outcomes.
- SOESD staff are expected to be accountable for student outcomes at the greatest level of responsibility appropriate to their current roles.
- We will need to be SMART about how we measure our impact on student learning and growth. (See page 11 for more information about SMART goals.)

In the past, licensed SOESD staff were evaluated using a system which was based on the essential functions of their job descriptions as well as professional competencies and professional/ethical standards of their respective disciplines. Licensed evaluations are now based on the Interstate Teacher Assessment and Support Consortium (InTASC) standards as measured by Salem-Keizer Public School's LEGENDS (Licensed Educator Growth Evaluation and Development System) assessment and evaluation rubrics. During the 2013-2014 school year, an Implementation Oversight Committee (IOC) oversaw the implementation of SOESD's new system by ensuring inter-rater reliability, designing goal templates for professional goals and student learning and growth goals, defining individual and system evaluation processes, establishing benchmarks and accountability measures, analyzing and comparing performance evaluation scores, and reviewing feedback from teachers and administrators to answer the question, "Does the system fairly assess the job

performance of SOESD staff?” Outcomes of the IOC’s work were recommendations for adjustments to the system for the 2014-2015 school year.

Members of the Implementation Oversight Committee were Dale Balme, Scott Beveridge, Sandra Crews, Kaye Dowling, Cynthia Fuglsby, Kim Hosford, Agnes Lee-Wolfe, Mari Martinen, and Susan Peck. Additional oversight was provided by other members of the Special Education Management Team (Pam Arbogast, Evelyn Henderson, and Mark Moskowitz).

PURPOSES OF EVALUATION

The following purposes of evaluation have been adopted as outcomes of SOESD's Teacher and Administrator Evaluation and Support System:

- Communicate rules and expectations for job performance
- Facilitate professional growth and institutional improvement
- Identify actions required to promote more effective job performance and maximize employee potential
- Encourage improvement in the job performance of all employees
- Provide a documented record of the employee's job performance
- Provide a means of defining strengths and weaknesses in job performance
- Provide an opportunity for communication between supervisor and employee on the subjects of job requirements
- Specify the direction for work improvement
- Assure the employee that objective criteria are used in performance assessment
- Demonstrate that exceptional or unsatisfactory performance will be noted
- Expresses the supervisor's and institution's continuing appreciation of good performance
- Align with professional competencies and licensure requirements
- Measure the impact of teacher and administrator practices on student learning and growth
- Inform planning and opportunities for professional growth

These purposes have been imbedded in the evaluation system's processes and used as measures of the system's effectiveness.

PERFORMANCE STANDARDS

SB 290 requires performance standards and job descriptions to serve as a basis for staff evaluation and the establishment of individual performance goals. These performance standards and job descriptions specify responsibilities and qualifications of educators, with job descriptions written according to area of specialty and level of instruction.

Performance standards for the Southern Oregon Education Service District are based upon the Interstate Teacher Assessment and Support Consortium (InTASC) standards. The performance standards apply to all teachers employed by Southern Oregon Education Service District. The term “teacher” is used throughout this document to mean 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 as an instructor (of students and/or teachers) or administrator and includes all licensed personnel, regardless of whether the license was issued through TSPC or another licensing agency.

SOESD’s licensed educators are responsible for a range of roles—from classroom teachers to service providers to consultants/trainers/evaluators to technology and media specialists. Application of the performance standards to all SOESD licensed staff (and their varied roles) requires considering whether the individual meets the definition of a “teacher” who is subject to SB 290 evaluation requirements, the individual’s level of direct responsibility for student learning, whether the individual provides instruction to the same group of students on a daily basis, and the nature of relevant student learning measures. Four categories of licensed job descriptions are used to address these variables. The categories are Classroom Teacher, Service Provider, Consultant/Trainer/Evaluator, and Technology and Media Specialist.

The SOESD licensed staff job position falling under the category of Classroom Teacher is Teacher-Multiple and Severe Disabilities (STEPS Program). Job positions under the category of Service Provider are Augmentative Communication Specialist, Early Intervention Specialists I, III, and IV, Feeding/Swallowing Specialist, Physical/Occupational Therapist, Speech-Language Pathologist, Teacher of Deaf/Hard of Hearing, and Teacher of the Visually Impaired. Consultant/Trainer/Evaluator job descriptions include the following: Assistive Technology Specialist, Audiologist, Autism Spectrum Disorders Consultant, Career Technical Education/Program Specialist, Early Intervention Specialist II, Migrant Education/ELL Specialist, Registered Nurse, School Improvement Specialist, and School Psychologist. The Technology and Media Specialist job position is the Instructional Media Specialist.

At this time, the performance standards *per se* are not being applied to the evaluation of SOESD classified staff. However, the use of relevant multiple measures, such as the presentation of artifacts to document the performance of essential functions of their job descriptions, are used as part of those performance evaluations. The measures used are determined by each department.

EVALUATION RUBRICS

Evaluation rubrics adopted by Southern Oregon Education Service District are based upon Salem-Keizer Public School's LEGENDS (Licensed Educator Growth Evaluation and Development System) assessment and evaluation rubrics. Modifications to the LEGENDS evaluation rubrics were made to address the range of SOESD's licensed educator roles. Modifications included definitions of critical terms, such as "Learner" and "Teacher" to better reflect the varied roles of classroom teachers, service providers, consultants/trainers/evaluators, and technology and media specialists and whether those individuals work directly with students or with other adults. Other modifications involved a broadening of the action to be demonstrated by the educator. For example, "Designs learning experiences" was modified to "Designs *and/or informs* learning experiences," "Customizes instructional plans" was modified to "Customizes, *consults, or collaborates about* instructional plans," and "Uses instructional strategies" was modified to "Uses *or promotes use of* instructional strategies." Additional evidence examples were added as well to document the range of roles and responsibilities of SOESD licensed staff. Note: Less than 10% of the indicators of the original rubric were changed.

Additional rubrics (also based on SOESD's four-point, differentiated performance levels) are used to rate the teacher's performance regarding Expectations for Employees in the Workplace and professional growth goals.

Some rubrics for specialists have been developed as part of the LEGENDS system. LEGENDS specialist rubrics have been adopted, with some revisions, for use in the evaluation of SOESD licensed educators, as follow, effective the 2015-2016 school year:

SOESD Job Position	LEGENDS Rubric
ASD Consultant	Autism Consultant
EI Specialists I and III	Special Education Teacher (modified as "Early Intervention Specialist")
EI Specialist II/Behavior Specialist	Behavior Specialist
Audiologist/EI Specialist II/Evaluation Specialist/School Psychologist	Evaluation Specialist
Occupational Therapist/Physical Therapist	Occupational Therapist/Physical Therapists
Registered Nurse	Health Nurse
Teacher of Deaf/Hard of Hearing Teacher of the Visually Impaired Teacher-Multiple and Severe Disabilities (STEPS Program) Teacher-Multiple and Severe Disabilities (STEPS Plus) Teacher (Kairos LTCT)	Special Education Teacher
Speech/Language Pathologist	Speech Language Pathologist
Technology Integration Specialist/School Improvement Specialist	Curriculum Program Assistant
Instructional Media Specialist	Teacher/Librarian

DIFFERENTIATED PERFORMANCE LEVELS

Definitions of performance as applied to the standards of professional practice are required for four levels:

Level 1 Does not meet standards, performs below expectations for good performance under the standard, requires direct intervention and support to improve practice

Level 2 Making sufficient progress toward meeting the 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 the 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 the standard, demonstrates highly effective practices and impact on student learning, continued expansion of expertise through professional learning and leadership opportunities

Differentiated performance level descriptors for the four levels developed by Southern Oregon Education Service District follow:

1=Does Not Meet Standard

2=Basic Knowledge of Standard

3=Proficient Application of Standard

4=Exceeds Standard

These performance levels are used to rate all multiple measures which contribute to summative evaluation scores of SOESD licensed staff, including observations, evidence (artifacts), professional goals, student learning and growth goals, consumer satisfaction ratings, expectations of employees in the workplace, and other data.

It is important to note that ratings of “3” reflect a high level of performance, which requires professional practices and responsibilities that are consistently demonstrated and continually improved. A teacher who is operating at the level of “proficient application of standard” is considered to have satisfactorily met rigorous standards under SOESD’s teacher evaluation system.

MULTIPLE MEASURES

Multiple measures must be used to evaluate teachers, and SOESD's evaluation process includes a variety of evidence-based measures to provide multiple data sources. Due to the complex nature of teacher practice, a single measure does not provide sufficient evidence to evaluate performance. Using multiple measures results 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 evaluation systems must include measures from the following three categories:

Professional Practice- Evidence of the quality of teachers' planning, delivery of instruction, and assessment of student learning

Professional Responsibilities- Evidence of teachers' progress toward their own professional goals and contribution to school-wide goals

Student Learning and Growth-Evidence of teachers' impact on a student's (or set of students') learning and growth

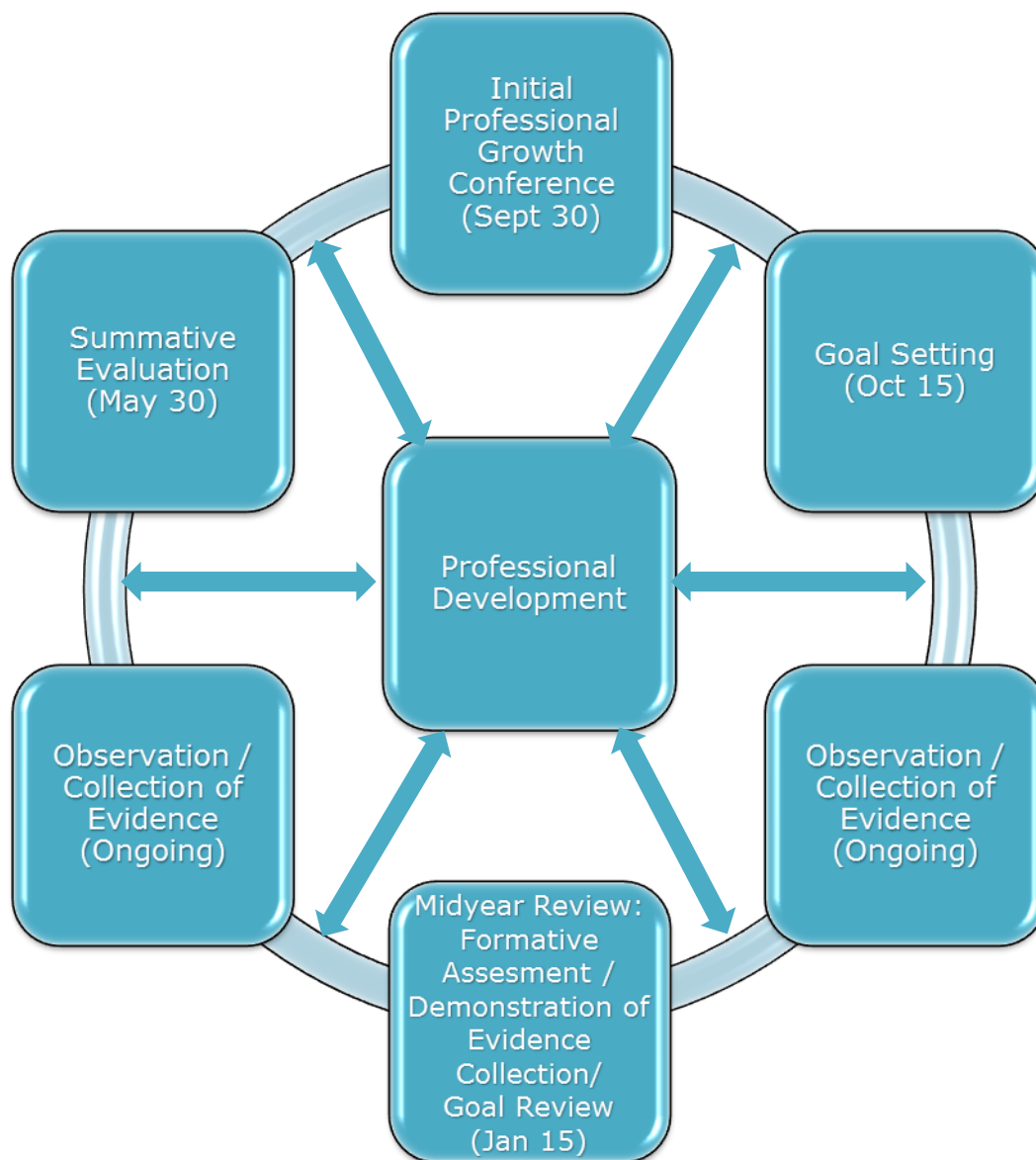
Examples of measures of the three categories (in relation to the InTASC standards, which are structured under four domains) follow:

Category	InTASC Domains	Measures
Professional Practice	1-The Learner and Learning (Standards 1 – 3*) 2-Content (Standards 4 & 5*) 3-Instructional Practice (Standards 6 – 8*)	Classroom observations Documentation and feedback on a teacher's instructional practices Examination of artifacts of teaching Assessment data, differentiation of testing accommodations and modifications, lesson plans, curriculum design, expanded curriculum, scope and sequence, student groupings, student assignments, modified materials and/or instructional strategies, communication supports, behavior management systems, student work, IEP paperwork, communication with students, parents, and specialists
Professional Responsibilities	4-Professional Responsibility (Standards 9 & 10*) *Note: Standards 1-10 have been aligned across differentiated standards in the adopted LEGENDS specialist rubrics.	Teacher reflections, self-reports, data analysis, participation in team meetings, peer collaboration, teamwork, parent/student surveys, meetings, record keeping, portfolios, leadership roles Expectations of Employees in the Workplace Data re: Professional Goal to Support Learning
Student Learning & Growth		Data re: impact on or contribution towards achievement of Student Learning & Growth Goals

EVALUATION AND PROFESSIONAL GROWTH CYCLE

SOESD's teacher evaluation and support system is designed as a continuous cycle for evaluation and educator improvement, rather than a one-year summative process. The goal is to provide a supportive process that encourages educator growth in collaboration with the administrator assigned as the primary evaluator.

SOESD's evaluation and professional growth cycle is represented by the schematic diagram below.



The cycle is applied to each licensed staff member based on his/her contract status. For probationary teachers, a summative evaluation will be conducted on a one-year cycle, while teachers who have attained contract status will be evaluated every two years. Other elements of the cycle will occur each year as part of the overall evaluation cycle. “Probationary” dates also apply to non-TSPC licensed staff within their first three years of SOESD employment.

A brief description of each component of the cycle is included below.

INITIAL PROFESSIONAL GOAL CONFERENCE

By September 30, the educator meets with his/her supervisor in an Initial Professional Goal Conference to set annual professional growth goals and plan the collection of evidence. Information from the prior summative evaluation (using the Oregon Matrix Model), including the individual’s overall strengths and weaknesses, any identified areas of needed improvement (or desired enhancement), or proposed goals, are considered during the conference. Educators are required to develop one Professional Goal to Support Learning each year. Note: SOESD licensed staff whose job description falls under the category of Classroom Teacher must develop two Student Learning and Growth Goals each year. A Running Record of Evidence form is used to plan and document the artifacts which will be collected during the evaluation cycle. The Running Record documents the standard or indicator addressed, a description of the action or artifact, a statement of how the evidence measures the standard or indicator, the source of the evidence (where or how it will be obtained), and the date collected. (Note: A Running Record of Evidence form is required for the first two years of licensed employment but optional after that. However, a brief description of the artifact and how it measures the standard or indicator must be included with the evidence.) During the conference, observations to be conducted during the school year and the focus of each observation are also planned.

This conference can be conducted individually or with groups of persons as determined by the Program Administrator. For example, members of a STEPS classroom staff or all sign language interpreters may share common roles and responsibilities and targeted goals, so meeting with them as a group would be more productive than meeting separately with each individual.

GOAL SETTING

Written professional growth goals (one Professional Goal to Support Learning and one Student Learning and Growth Goal*) are due to the supervisor by October 15. SMART (Specific, Measurable, Appropriate, Realistic, and Time-bound) goals and/or learning targets are used as a tool for effective goal-setting. Goal setting may be directed, consultative, collegial, or facilitative, based on an individual’s or group’s prior summative performance level(s). (See the Summative Evaluation section on pages 14-16 for more information about these four types of professional growth plans.)

Goals can be set individually or with groups of persons as determined by the Program Administrator. Professional Goals to Support Learning are often established program-wide or department-wide to facilitate the achievement of shared outcomes and to focus inservice training efforts during regularly scheduled staff meetings and other professional development opportunities throughout the school year. The Professional Goal to Support Learning can be related to Student Learning and Growth Goals by targeting knowledge, skills, or experience needed by the teacher in order to help his/her students reach their targeted learning goals. An example of this relationship is a Professional Goal to Support Learning which involves research of iPad applications, identification of applications

appropriate to the communication needs, grades and performance levels of students, and reporting information about the applications and their effectiveness with students to colleagues. The related Student Learning and Growth Goals target student growth in speech/language areas using the identified iPad applications.

*Two Student Learning and Growth Goals are required for SOESD teachers in the category of “Classroom Teacher.”

The Professional Goal to Support Learning should include the standard(s)/indicator(s) addressed, how the goal supports student learning, projects/strategies/activities to accomplish the goal, needed resources/colleagues who can help the teacher accomplish the goal, and measures for assessing progress. The Student Learning and Growth Goal should include the rationale for selecting the goal (a detailed description of the reason for selecting the specific area, a discussion of baseline data, the importance of the selected content/standards, and rationale for the expected growth and how the target is appropriate and rigorous for students), grade/subject/level of the students, context/students, baseline data, strategies, assessments, and professional learning and support needed. Specific timelines for completion of the goals and interim stages must be listed in relation to the measures for assessing progress. The Professional Goal to Support Learning and Student Learning and Growth Goal templates are available on the SOESD website (under Educator Effectiveness).

Depending on whether the staff member meets the definition of a “teacher” who is subject to SB 290 evaluation requirements, the individual’s level of direct responsibility for student learning, whether the individual provides instruction to the same group of students on a daily basis, and the nature of student learning measures relevant to the individual’s roles and responsibilities, goals are set to target professional growth (via a Professional Goal to Support Learning) and student growth (via Student Learning and Growth goals). The purposes of setting these goals are to focus on teaching and learning, explicitly connect our work and learning, improve instructional practices and teacher performance, and as a tool for continuous improvement. The specific measures targeted demonstrate the teacher’s impact on student learning and growth, whether it is a measure of increased student achievement (for example, results of statewide assessment), an improvement in students’ social, emotional, behavioral, or skill development, an increase in the percentage of students who have access to their education as a result of equipment or support, or an increase in awareness, knowledge, or application of instructional strategies by inservice training participants.

Educators should aim for including as many students as possible into their goals. For classroom teachers, the combination of two goals should cover all students over the course of the school year. For other personnel, goals may focus on identified groups of students. All individuals setting Student Learning and Growth goals will define, with their supervisors, the “group” of students to be targeted (for example, students in their caseload, specific grade level, course, or those with shared learning needs). Examples of goals for the different roles of SOESD licensed staff are posted on the SOESD website. Upon mutual agreement of the staff member and his/her supervisor, one goal may be eliminated due to unforeseen circumstances, for example, no students in the defined group remain for measuring progress towards the goal).

OBSERVATION/COLLECTION OF EVIDENCE

Two observations are conducted during each evaluation cycle (one or two-year cycle, depending on the contract status of the teacher). One of the observations is a formal observation, which is planned, scheduled, documented in a written evaluation report, and discussed during an observation feedback meeting with the evaluator. The second observation is informal, unscheduled, and (typically) of

shorter duration. These Drop In observations will be documented on a written form (one of two Drop In observation formats, which are available on the SOESD website under Educator Effectiveness). In both types of observations, written feedback is provided within a reasonable period of time (that is, within one month of the observation) in addition to immediate, brief feedback at the time of the observation, if feasible. Peer observations, if part of a department's agreed upon evaluation strategies, may be conducted, especially if the Program Administrator lacks credentials in the individual's discipline or area of specialty. The purpose of peer observations will be to collect evidence of a technical nature, which will be reviewed and rated (against the standards) by the Program Administrator. Observations and other types of feedback related to professional competencies or professional/ethical standards may also be provided.

Artifacts related to the InTASC standards are collected on an ongoing basis throughout the evaluation period. An artifact is defined as an object that has been intentionally made or produced for a certain purpose, something characteristic of or resulting from the employee's work, which serves as documentation (that is, evidence) of the employee's performance. Artifacts include lesson plans, schedules, reports, communication (letters, email messages, or logs), photographs or videos, and meeting minutes. For example, a teacher may copy select pages of an IEP to document his/her knowledge of Learner Development (Standard 1) or Learner Differences (Standard 2). Other examples include a photograph of posted classroom rules or behavior management system (Standard 3-Learning Environments), videotape of a morning circle activity (Standard 4-Content Knowledge), and an evaluation report (Standard 6-Assessment).

Contract teachers collect one artifact for each standard over a two-year period. The total number of artifacts to be collected by a teacher during the evaluation cycle will be dependent on the number of standards in the rubric being used to evaluate that teacher. For example, a contract STEPS teacher being evaluated via the Special Education Rubric (with ten standards) will collect a total of ten artifacts during his/her two-year evaluation cycle. A contract Occupational Therapist being evaluated via the Occupational and Physical Therapists Rubric (with five standards) will collect a total of five artifacts over his/her two-year evaluation cycle. For probationary staff, one artifact is collected for each of the standards in each of the years of their three-year probationary period. For a probationary ASD Consultant being evaluated via the Autism Consultant Rubric (with six standards) that means collecting artifacts as follow: six artifacts in Year 1, six artifacts in Year 2, and six artifacts in Year 3. A probationary Speech/Language Pathologist being evaluated via the Speech Language Pathologist Rubric (with five standards) will collect five artifacts in Year 1, five artifacts in Year 2, and five artifacts in Year 3. For individuals who are employed mid-way during the school year, the supervisor can modify the number of artifacts to be collected.

Artifacts are collected and filed in the Evidence Binder pocket folders, then submitted to the teacher's supervisor for review and rating. Artifacts should be submitted for all standards or for a group of standards to facilitate their review by the supervisor. If desired, teachers may re-submit artifacts where there are questions about their application to the standards or when the teacher feels he/she can provide a more relevant artifact, one which better demonstrates the teacher's performance, or which will generate a higher rating. Supervisors may request that artifacts be re-submitted if there is ambiguity about the relevance of the artifact to the standard.

Confidential information collected in the Evidence Binder will be treated as confidential by the evaluator; however, once the evidence has been rated, it should be shredded or student names redacted to protect student confidentiality. It is recommended that teachers retain the evidence collected during one evaluation cycle for reference during the next evaluation cycle (with attention

to the proper handling of confidential information). This may help guide the selection of artifacts during the current evaluation cycle to illustrate different aspects of the teacher's performance, show improved performance, and prevent repetition over time.

MID-YEAR REVIEW

The Mid-Year Review is a conference with the supervisor to review the status of the teacher's performance, evidence collection, and progress towards his/her professional growth goals. The conference is held by January 15 and can be conducted individually or with groups of persons as determined by the Program Administrator. The teacher and supervisor review feedback and notes from observations, artifacts collected, feedback and notes regarding expectations of employees in the workplace, other data regarding professional practice and responsibilities, available data/evidence about progress and needed adjustments regarding the Professional Goal to Support Learning and Student Learning and Growth Goals, overall (formative) assessment of performance to date, and identified actions or follow up needed.

During the Mid-Year Review, the teacher will reflect on his/her progress towards the goals thus far and discuss these questions with the supervisor:

- ✓ What steps will be needed to support students?
- ✓ What supports do you need to assist you in this work?
- ✓ How do you think you are doing? What are your strengths and weaknesses?
- ✓ What professional practices and decisions in your work have had the most influence on your ability to support your students and achieve results?
- ✓ In what areas do you need to grow, and what evidence can you show/provide of your growth?

These summarizing questions are also discussed during the Mid-Year Review:

- ✓ How do you feel overall about the assessment of your performance so far?
- ✓ Was it possible to complete these evaluation components within a reasonable amount of time and effort?
- ✓ Is the evaluation system fairly assessing your job performance?

Outcomes of the Mid-Year Review may be suggested activities, changes or improvement in performance to facilitate the professional development of the teacher, and/or a plan of needed supports and resources to assist the teacher.

SUMMATIVE EVALUATION

The summative evaluation conference is a conference with the supervisor to review a written evaluation of the teacher's performance (in Year 1 for probationary teachers and in Year 2 for contract teachers). The conference is held by May 30. The written evaluation report consists of the SOESD Teacher Evaluation and Support System Scoring Profile and attachments (which document elements of the evaluation). The Scoring Profile lists evidence (including observations, artifacts, and other data which are included in the evaluation), ratings of the evidence, rationale for the ratings, and areas of needed improvement or goals. The Scoring Profile documents the evidence and ratings by standard (Standards 1 – 10) as well as for Student Learning and Growth. A Profile Summary page

documents a final (overall) summative score, consisting of a calculation of Professional Practice and Professional Responsibilities scores and Student Learning and Growth scores.

A description of the scoring calculations follows:

To calculate the Professional Practice/Professional Responsibilities score,

- Add up all component scores for total points possible
- Divide by the number of components
- Get an average rating between 1 and 4
- Use these thresholds to determine the Professional Practice/Professional Responsibilities level
 - $3.6 - 4.0 = 4$
 - $2.81 - 3.59 = 3$
 - $1.99 - 2.8 = 2^*$
 - $<1.99 = 1$

*If the educator scores two 1s in any Professional Practice/Professional Responsibilities component and his/her average score falls between 1.99 - 2.499, the educator's performance level cannot be rated above a 1.

To calculate the Student Learning and Growth score,

- Educators on a two-year cycle will select two of their four goals
- Score those two goals using the Student Learning and Growth Goals scoring rubric
- Get a rating between 1 and 4
- Use these thresholds to determine the Student Learning and Growth level
 - 4 on both goals = 4
 - 3 on both goals or 2 or 3 on one goal/4 on one goal = 3
 - 2 on both goals, 1 or 2 on one goal/3 on 1 goal, or 4 on one goal/1 on one goal = 2*
 - 1 on both goals or 1 on one goal/2 on one goal = 1

If there is a “good” or “high” level of fidelity between the calculated Professional Practice/Professional Responsibilities score and the Student Learning and Growth score, the professional growth plan will be facilitative (for scores of 4/4* or 4/3), collegial (for scores of 3/4 3/3, or 3/2), consulting (for scores of 2/3, 2/2, or 2/1), or directed (for scores of 1/2 or 1/1). When there is a discrepancy between the Professional Practice/Professional Responsibilities score and the Student Learning and Growth score, further inquiry is triggered to explore and understand the reasons for the discrepancy in order to determine the professional growth plan and summative performance level.

*with the Professional Practice and Professional Responsibilities score listed first and the Student Learning and Growth score listed second

For licensed staff who have only a Professional Goal to Support Student Learning and do not have Student Learning and Growth Goals, the average score of the rubric standards' ratings will be the summative score.

In discussing the teacher's summative evaluation scores, the supervisor may optionally use the Oregon Matrix Model as a visual to analyze the teacher's Professional Practice and Professional Responsibilities performance ratings as well as his/her Student Learning and Growth Goal rating. Based on those ratings and how they relate to (intersect with) one another on the Oregon Matrix, a professional growth plan is established as defined below:

- Facilitative-The educator leads the conversation and chooses the focus of the professional goal(s) as the educator and evaluator collaborate on the plan and goal(s).
- Collegial-The educator and evaluator collaboratively develop the educator's professional growth plan and professional goal(s). The educator and evaluator have an equal voice.
- Consulting-The evaluator consults with the educator and uses the summative evaluation information to inform the educator's professional growth plan and professional goal(s). This plan is more evaluator directed but takes into consideration the educator's voice.
- Directed-The evaluator directs the educator's professional growth plan and professional goal(s). The focus of the plan is on the most important area(s) which will improve educator performance.

The supervisor determines how the professional growth plan is documented and ensures that it is addressed in the next evaluation cycle.

Also included in the evaluation report are summary statements in response to these questions:

- ✓ In what ways has the employee met, not met, or exceeded the standards, performance goals, and employee responsibilities?
- ✓ In what areas has the employee shown development and growth in his/her position?
- ✓ In what specific areas does the employee need to demonstrate additional development and growth? Are there other areas in which the employee desires to expand or enhance his/her expertise?

The cover page of the evaluation report is an Evaluation Summary page which documents the ratings for the three areas (Professional Practice, Professional Responsibilities, and Student Learning and Growth); the supervisor's employment recommendation (contract renewal or extension, termination, or other), based on the ratings; and signatures and dates to document that the evaluation summary has been discussed with the teacher.

Note: recommendations to the SOESD Board of Directors regarding contract renewals (one-year contracts for probationary teachers) and contract extensions (two-year contracts for contract teachers) are made in February, in order to meet legal requirements regarding timelines for notification to teachers. Those recommendations are based on available evidence (that is, the most recent summative evaluation) and may not include all elements of the current evaluation cycle (that is, all elements for that year's cycle may not have been completed at that time). However, supervisors ensure that contract recommendations are based on adequate information from observations and other sources about teachers' job performance. Any actions based on concerns about job performance require that a formal evaluation is completed.

PROFESSIONAL DEVELOPMENT

At each point in the evaluation cycle, opportunity for professional development is discussed and provided as needed. Feedback shared through observations, the Mid-Year Review, and Summative Evaluation Conference (using the Oregon Matrix Model), is used to inform the educator's next evaluation cycle, plan future professional growth goals, and determine any needed (or desired) areas of professional development. SOESD administration consider professional development needs and requests in determining the Aligned Professional Learning addressed in the next section of this guide.

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. Areas in which SOESD's educators wish to seek continued expansion of their expertise may also be addressed through opportunities for professional growth.

Findings of SOESD's teacher evaluation and support system, using the Oregon Matrix Model, inform plans for this aligned professional learning. Opportunities for professional growth designed to promote educator growth, address identified weaknesses or areas of needed improvement, increase student learning and growth, and facilitate expansion or enhancement of professional expertise are planned and provided for individuals, groups of teachers, departments, and agency-wide.

ADDENDUM:

ADMINISTRATOR EVALUATION AND SUPPORT SYSTEM

This section of the guide describes SOESD’s Administrator Evaluation and Support System by specifying differences in the five required elements of the evaluation and support system for administrators.

PERFORMANCE STANDARDS

Performance standards for SOESD administrators are based upon the Interstate School Leaders Licensure Consortium (ISLLC) standards.

EVALUATION RUBRICS

Evaluation rubrics adopted by SOESD for administrators are based upon the Oregon Educational Leadership rubrics.

DIFFERENTIATED PERFORMANCE LEVELS

Differentiated performance level descriptors are the same.

MULTIPLE MEASURES

Oregon’s administrator evaluation systems must include measures from the following three categories:

Professional Practice Evidence of school leadership practices, teacher effectiveness, and organizational conditions

Professional Responsibilities Evidence of administrators’ progress toward their own professional goals and contribution to school-wide and district goals

Student Learning and Growth Evidence of administrators’ contribution to school-wide student learning and growth

Examples of measures of the three categories for administrators follow:

Category	ISLLC Standards	Measures
Professional Practice	Standards 1 – 4	Observations of administrator activities Feedback provided to teachers Staff communication Student/staff handbooks Records of mentoring, coaching, staff meetings, teacher observations, formative and summative teacher evaluation

Category	ISLLC Standards	Measures
Professional Responsibilities	Standards 5 & 6	Administrator reflection or self-report, school-wide improvement goals, parent and community involvement, decision making, professional development logs, budget monitoring, student and staff schedules, teambuilding Expectations of Employees in the Workplace Data re: Professional Goal to Support Learning
Student Learning & Growth		Data re: impact on or contribution towards achievement of Student Learning & Growth Goals

EVALUATION AND PROFESSIONAL GROWTH CYCLE

The components and timelines of the cycle are the same.

ALIGNED PROFESSIONAL LEARNING

The purposes and mechanisms for aligned professional learning for administrators are the same, with these additional areas of professional learning: accountability for implementation of SOESD's Teacher Evaluation and Support System, ensuring inter-rater reliability, providing guidance and leadership to program staff under the administrator's supervision, ensuring time for SB 290 activities, adjusting strategies for training and for providing feedback and support, participating in the collection of data regarding the performance of teachers and about the effectiveness of the evaluation system, analyzing individual and program-wide scores, designing and implementing professional development and/or inservice training, and carrying out programs of assistance of other needed support per identified areas of job performance weaknesses.