

SOESD's Teacher Evaluation & Support System



OVERVIEW OF SB 290

SOESD'S IMPLEMENTATION

STAFF EVALUATION:

- **LICENSED**
- **ADMINISTRATOR**

WHAT IT MEANS TO YOU

Senate Bill 290



- Passed by Oregon legislature in 2011
- Requires school districts to use core teaching standards to evaluate teacher effectiveness
- Based on multiple measures
- Designed with four performance level ratings
- Based on significant consideration of student learning
- Follows a regular cycle

Implementing SB 290



- **2012-13 School Year**
 - SB 290 Planning Team
 - Adopted 5 required components
 - Developed Implementation Plan
 - Provided initial training for staff and evaluators
- **2013-14 School Year**
 - Implementation Oversight Committee
 - Implemented SOESD's Evaluation & Professional Growth Cycle
 - Piloted Student Learning & Growth (SL&G) Goals
 - Collected data re: effectiveness of system
 - Made recommendations re: adjustments in system

Implementing SB 290



- 2014-15 School Year
 - Implementation Oversight Committee
 - Incorporated state mandated changes
 - SL&G goals/scoring
 - Oregon Matrix Model
 - Monitored and evaluated implementation of system
 - Reduced number of required artifacts*
 - Adopted specialist rubrics*

*Effective 2015-16 School Year

Implementing SB 290



- **2015-16 School Year**
 - Implementation Oversight Committee
 - Applied discipline-specific rubrics for licensed staff who are not classroom teachers
 - Monitored implementation of system
- Committee continued to meet in 2016-17 and in subsequent years.

2013-14 Summative Scores (N=49)



	1	2	3	4
Professional Practice	0	0	39	10
Professional Responsibilities	1	0	44	4
Student Learning & Growth	0	0	39	4
Overall Score	0	0	44	5

2014-15 Summative Scores (N=61)



	1	2	3	4
Professional Practice	0	0	33	28
Professional Responsibilities	0	0	34	27
Student Learning & Growth	0	0	37	24
Overall Score	0	0	28	33

2015-16 Summative Scores (N =29)



	1	2	3	4
Professional Practice/ Professional Responsibilities	0	0	18	11
Student Learning & Growth	0	0	17	12
Overall Score	0	0	18	11

2016-17 Summative Scores (N = 42)



	1	2	3	4
Professional Practice/ professional Responsibilities	0	0	16	26
Student Learning & Growth	0	0	22	20
Overall Score	0	0	16	26

2017-18 Summative Scores (N = 33)



	1	2	3	4
Professional Practice/ professional Responsibilities	0	0	16	17
Student Learning & Growth	0	0	11	22
Overall Score	0	0	18	15

2013-14 Summative Scores (N=49)



	1	2	3	4
Professional Practice	0	0	39 79.6%	10 20.4%
Professional Responsibilities	1 2.0%	0	44 89.8%	4 8.2%
Student Learning & Growth	0	0	39 79.6%	4 20.4%
Overall Score	0	0	44 89.8%	5 10.2%

2014-15 Summative Scores (N=61)



	1	2	3	4
Professional Practice	0	0	33 54.1%	28 45.9%
Professional Responsibilities	0	0	34 55.7%	27 44.3%
Student Learning & Growth	0	0	37 60.7%	24 39.3%
Overall Score	0	0	28 45.9%	33 54.1%

2015-16 Summative Scores (N =29)



	1	2	3	4
Professional Practice/ Professional Responsibilities	0	0	18 62%	11 38%
Student Learning & Growth	0	0	17 59%	12 41%
Overall Score	0	0	18 62%	11 38%

2016-17 Summative Scores (N = 42)



	1	2	3	4
Professional Practice/ Professional Responsibilities	0	0	16 38%	26 62%
Student Learning & Growth	0	0	22 52%	20 48%
Overall Scores	0	0	16 38%	26 62%

2017-18 Summative Scores (N = 33)



	1	2	3	4
Professional Practice/ Professional Responsibilities	0	0	16 48.5%	17 51.5%
Student Learning & Growth	0	0	11 33.3%	22 66.7%
Overall Scores	0	0	18 54.5%	15 45.5%

Oregon Framework Required Elements



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

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

Standards



InTASC Standards

- Professional Practice
 - Standards 1 - 3 (Domain 1)
 - Standards 4 & 5 (Domain 2)
 - Standards 6 – 8 (Domain 3)
- Professional Responsibilities
 - Standards 9 & 10 (Domain 4)
- Student Learning & Growth

ISLLC Standards

- Professional Practice
 - Standards 1 – 4
- Professional Responsibilities
 - Standards 5 & 6
- Student Learning & Growth

Differentiated Performance Levels



- Performance on standards is measured using a 4-level evaluation rubric:
 - Level 1 – Does not meet standard
 - Level 2 – Basic knowledge of standard
 - Level 3 – Proficient application of standard
 - Level 4 – Exceeds standard

Rubrics



Legends

- **Standards 1-10***
*Number varies per rubric
- **For Each Standard**
 - Performance Descriptions
 - Performance Levels 1-4
- **Guiding Questions & Evidence Examples**
 - General
 - Special Education

OR Educational Leader/Administrator Rubric

- **Standards 1-6**
- **For Each Standard**
 - Knowledge
 - Dispositions
 - Performances

Specialist Rubrics/# Standards



• Job Description

- ASD Consultant
- EI Specialists I & III
- EI Specialist II/Behavior Specialist
- EI Specialist II/Evaluation Specialist/Audiologist/School Psychologist
- OT/PT
- Registered Nurse
- Teacher (PDHH, PVI, STEPS, & STEPS Plus)
- SLP
- Tech. Integration Spec./SI Spec.
- Instructional Media Spec.

• Legends Rubric

- Autism Consultant/6
- Early Intervention Specialist/10
- Behavior Specialist/7
- Evaluation Specialist/5
- OTs and PTs/5
- Health Nurse/6
- Special Education Teacher/10
- SLP/5
- Curriculum Program Asst.
- Teacher/Librarian

Goals Rubrics



- **Professional Goal to Support Learning**
 - Setting rigorous goals
 - Adjusting strategies
 - Impact on our own teaching & learning growth=whether you met the goal or not

- **Student Learning & Growth Goal**
 - Setting rigorous goals
 - Adjusting strategies
 - Impact on student learning & growth=whether students met the goal or not

Expectations of Employees in the Workplace



- Attendance
- Punctuality
- Confidentiality
- Following Policies & Directives
- Gifts & Solicitations
- Personal Appearance
- Professional Conduct & Communication
- Professional Growth
- Physical Requirements & Safety

Multiple Measures

Evidence of practice

- ✓ Observation
- ✓ Examination of artifacts

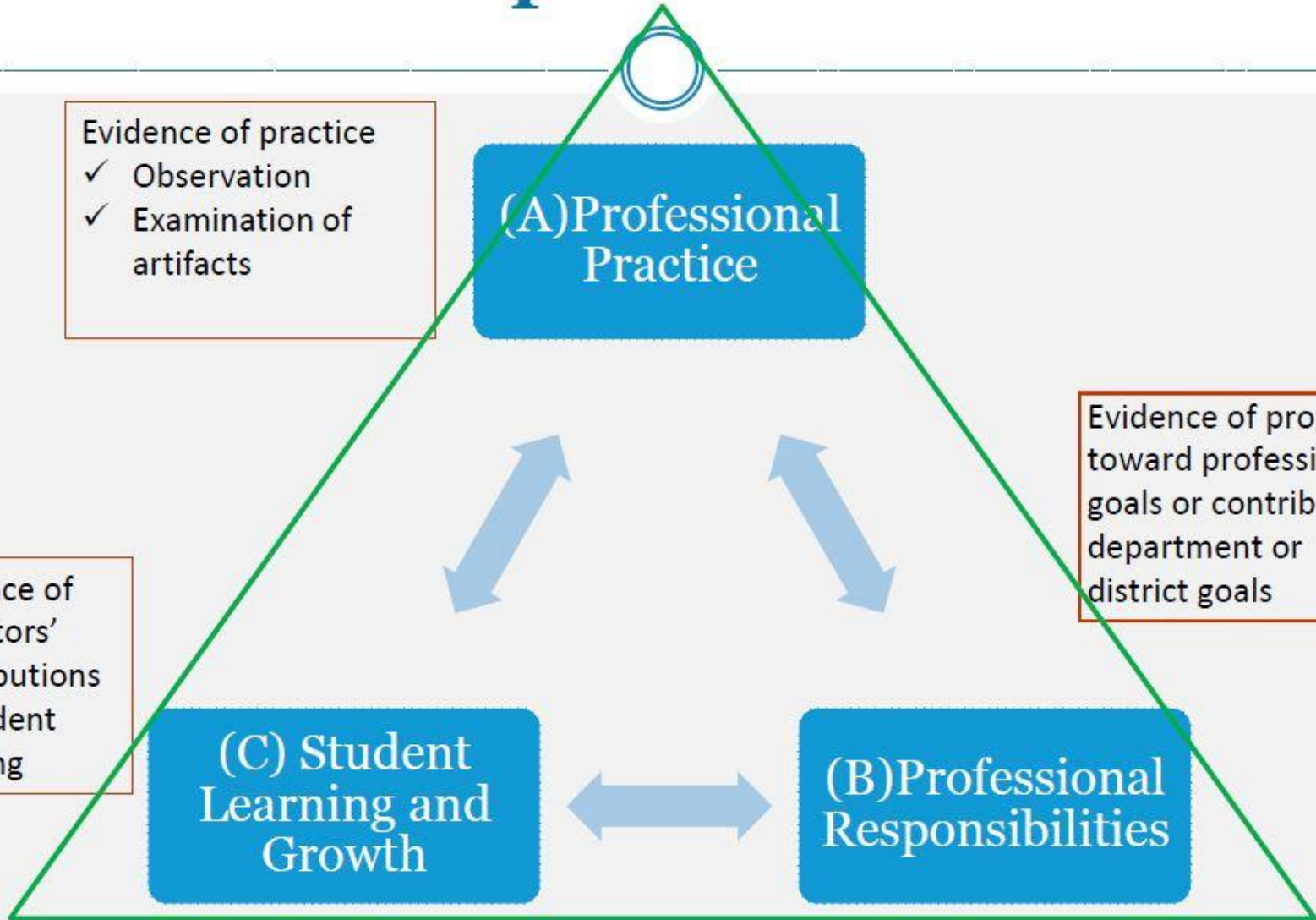
(A) Professional Practice

Evidence of progress toward professional goals or contribution to department or district goals

Evidence of educators' contributions to student learning

(C) Student Learning and Growth

(B) Professional Responsibilities



Multiple Measures



Teachers

- Professional Practice

- Classroom observations
- Testing accommodations
- Lesson plans
- Behavior management systems

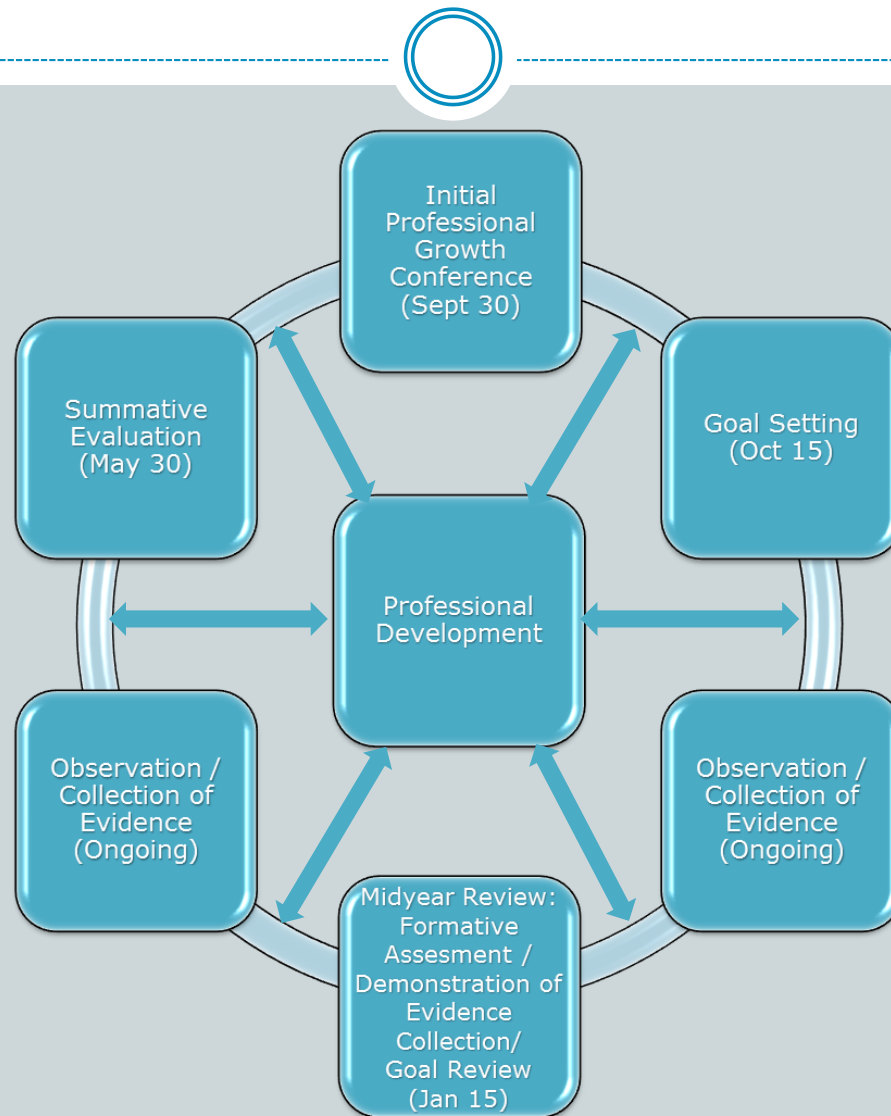
- Professional Responsibilities

- Collaboration & teamwork
- Communication with parents
- Workplace Expectations of Employees
- Professional goal

- Student Learning & Growth

- Impact on or contribution towards achievement of SL&G goals
- Did students meet their goals?

SOESD's Evaluation & Professional Growth Cycle



Initial Professional Growth Conference



- Meeting with supervisor to...
 - Set annual professional growth goals
 - Plan collection of evidence
 - Plan observations & foci
- Can be individual or group
- Held by September 30

Goal Setting



- 1 Professional Goal to Support Learning
- 2 SL&G Goal for Classroom Teachers
- Must be SMART
 - Specific
 - Measurable
 - Appropriate
 - Realistic
 - Time-bound
- Can be set individually or as a group
- Due by October 15

Impact on Student Learning



- 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.

Observations



- 2 observations during evaluation cycle
 - 1-Formal, planned, scheduled
 - 1-Informal, unscheduled, shorter (typically)
- Immediate verbal feedback, if feasible
- Written report w/in reasonable period (1 month)
- Peer observations allowed to collect evidence but scored by supervisor

Collection of Evidence



- 1 artifact per standard (total=10 or # standards*)
 - ✦ For probationary staff...
 - Year 1-1 artifact per standard (total=10*)
 - Year 2-1 artifact per standard (total=10*)
 - Year 3-1 artifact per standard (total=10*)
 - ✦ For contract staff...
 - 2-Year Cycle-1 artifact per standard (total=10*)
 - ✦ For staff hired mid-year...
 - Supervisor may modify # artifacts to be collected
- Collect evidence in binder
- Submit to supervisor for review & scoring
- May re-submit artifacts if desired or directed

Your Evidence Binder



- General Information
- Tracking & Monitoring Evidence
 - *Running Record of Evidence* Form
 - Evidence Pockets
 - ✦ Standards 1-10
 - ✦ Goals (2)
- Confidential information
 - Redact student names or
 - Shred after evaluation cycle is completed
- Save artifacts for reference during next evaluation cycle

Mid-Year Review



- Meeting with supervisor to...
 - Review
 - ✦ Performance
 - ✦ Evidence collected
 - ✦ Progress towards goals
 - Reflect on
 - ✦ What is needed to support students
 - ✦ What is needed to assist you in work
 - ✦ How you think you are doing
 - ✦ Professional practices and decisions that are helping you achieve results
 - ✦ Areas of needed growth or desired enhancement/expansion of expertise
- Can be individual or group
- Held by January 15

Summative Evaluation



- Evaluation report includes...
 - List of evidence (multiple measures) considered
 - Scores
 - Rationale for scores
 - Needed improvement/goals
 - Summary questions
 - Overall summative score
 - Cover page with employment recommendation
- Discussed in meeting with supervisor
- Due by May 30

Scoring Profile/Summary



Profile/Summary							
		Observations	Evidence	Other Data	Goals	Score	Summative Score
Professional Practice	Standard 1						
	Standard 2						
	Standard 3						
	Standard 4						
	Standard 5						
	Standard 6						
	Standard 7						
	Standard 8						
Professional Responsibilities	Standard 9						
	Standard 10						
	Expectations of Employees in the Workplace Professional Goals to Support Learning Goal 1						
Student Learning & Growth Goals	Goal 2						
	Goal 3						
	Goal 4						
	Overall Summative Score						

Aligned Professional Growth



- Opportunity for professional development throughout evaluation cycle
- Evaluation findings inform next evaluation cycle, future goals, and any needed (or desired) professional development
- Professional learning is...
 - Sustained
 - Focused
 - Relevant to the educator's goals & needs

What This Means to You



- If you are a licensed employee...
 - Your evaluation cycle is 2 years (1 year for probationary)
 - Your evaluation will be based on standards aligned to your job description
 - You will set one professional growth goal and 2 SL&G Goals if you are a Classroom Teacher
 - You will be rated using a Legends rubrics on a 4-point rating scale
 - The ratings will be based on observations, your goals, Workplace Expectations, and other evidence collected during the evaluation cycle
 - Your evaluation report will consist of the Scoring Profile, Summary Questions, & Cover Page

Evaluation Documents & Resources



- **SOESD Website** (Click on the Educator Effectiveness icon)
 - Background information
 - Forms-revised
 - Ideas for goals
 - Samples of completed forms, artifacts
- **Evidence Binder**
 - Employee Guide
 - Running Record of Evidence
 - Your rubric
 - Your scoring profile
 - Evaluation Summary page

