



Oregon Framework for Teacher and Administrator Evaluation and Support Systems

July 2012

(Revised 2013-14 timeline, January 2013)

Endorsed by the Oregon State Board of Education, June 29, 2012

OREGON DEPARTMENT OF EDUCATION

255 Capitol St, NE, Salem, OR 97310

www.ode.state.or.us

TABLE OF CONTENTS

I.	ACKNOWLEDGMENTS.....	1
II.	INTRODUCTION.....	3
III.	BACKGROUND.....	6
IV.	PURPOSE AND GOALS OF EVALUATION	10
V.	REQUIRED ELEMENTS OF TEACHER AND ADMINISTRATOR	13
	EVALUATION AND SUPPORT SYSTEMS	
	(1) Standards of Professional Practice	13
	(2) Differentiated Performance Levels for Teachers and Administrator	19
	Evaluations	
	(3) Multiple Measures for Teacher and Administrator Evaluations	20
	(4) Evaluation and Professional Growth Cycle for Teacher and	31
	Administrator Evaluations	
	(5) Aligned Professional Learning.....	33
VI.	IMPLEMENTATION TIMELINE.....	34
VII.	BIBLIOGRAPHY	37

I. ACKNOWLEDGMENTS

The Oregon Department of Education wishes to extend appreciation to the members of the Oregon Educator Effectiveness Work Group for their invaluable input in development of the Oregon Framework for Teacher and Administrator Evaluation and Support Systems.

Oregon Educator Effectiveness Work Group

Dawn Baker	Principal, Lebanon School District
Colin Cameron	Director of Professional Development, Confederation of Oregon School Administrators (COSA)
Vickie Chamberlain	Executive Director, Teacher Standards and Practices Commission (TSPC)
Sara Cramer	Director Elementary Education, Eugene Public Schools
Kate Dickson	Director, Chalkboard Project
Lynn Evans	Director of Human Resources, Redmond School District
Kimberly Fandiño	Teacher and Coordinator for Grant Writing, Lebanon School District
Richard Forcier	Retired, Assistant Dean, College of Education, Western Oregon University
Lydia Gutierrez	Teacher, Salem-Keizer School District
Rita Hale	Research Associate, Northwest Regional Comprehensive Center (NWRCC)
Craig Hawkins	Executive Director, Confederation of Oregon School Administrators (COSA)
Dana Hepper	Advocacy Director, Stand for Children Oregon
Rob Hess	Superintendent, Lebanon School District
Greg Kintz	School Board Member, Vernonia School District
Kevin Mechlin	Director, Portland Association of Teachers
Keith Menk	Deputy Director, Teacher Standards and Practices Commission (TSPC)
Marsha Moyer	Director Licensed Personnel, Salem-Keizer School District
Jen Murray	Teacher, Greater Albany Public Schools
Sascha Perrins	Regional Administrator, Portland Public Schools
Amy Petti	Associate Professor, Educational Leadership & Policy, Portland State University
Chelle Robins	Community School Director, Four Rivers
Hilda Rosselli	Dean of the College of Education, Western Oregon University
Linda Samek	Dean of the School of Education, George Fox University
Randy Schild	Superintendent, Tillamook School District
Bob Sconce	Chair, Teacher Standards and Practices Commission, Roseburg Public Schools
Sho Shigeoka	Equity Coordinator, Beaverton School District
Terrel Smith	President, Sherwood Education Association, Sherwood School District
Karen Stiner	Teacher, Bend-LaPine School District
Joe Swinehart	Teacher, Crook County School District
Lynette Thompson	Senior Program Advisor, Northwest Regional Comprehensive Center (NWRCC)
Maureen Twomey	Teacher, Lebanon School District
Erin Whitlock	Oregon Education Association, Center for Teaching and Learning
David Wilkinson	President, Beaverton Education Association, Beaverton School District
Colleen Works	Teacher, Corvallis School District

Department of Education Staff

Colleen Mileham	Assistant Superintendent, Office of Educational Improvement and Innovation
Tanya Frisendahl	Educational Specialist, Office of Educational Improvement and Innovation
Jennell Ives	Educational Specialist, Office of Educational Improvement and Innovation
Heather Mauzé	Educational Specialist, Office of Educational Improvement and Innovation
Stephanie Parks	Administrative Support, Office of Educational Improvement and Innovation
Laura Petschauer	Educational Specialist, Student Learning and Partnerships
Theresa Richards	Director, Office of Educational Improvement and Innovation

II. INTRODUCTION

The Oregon Department of Education (ODE) and the Educator Effectiveness Workgroup, established through the Elementary and Secondary Education Act (ESEA) Flexibility Waiver process, were charged with developing state guidelines for local evaluation and support systems in Oregon. The Oregon Framework for Teacher and Administrator Evaluation and Support Systems was developed with input from the Educator Effectiveness Workgroup and other stakeholders.

The Oregon framework outlines requirements for local teacher and administrator evaluation and support systems following state legislation and the ESEA Flexibility Waiver criteria. Oregon's request for ESEA flexibility was approved by the US Department of Education in July 2012. The waiver includes a pilot project in 2012-2013 to test and refine the framework for educator evaluation that defines teacher and leader effectiveness, and evaluates performance based on evidence of professional practice, professional responsibility, and impact on student learning and growth. Oregon will develop a process for setting goals for student learning and growth that include multiple, relevant measures. The pilot will evaluate how, and whether, state standardized testing could be used as one measure to inform student learning and growth in tested grades and subjects.

In the face of increasing evidence that valid and reliable evaluations must include multiple, authentic measures of student learning rather than rely on a single standardized test score, Oregon and its stakeholders, educators, and experts are united in the following commitments:

- No public reporting of individual teacher data
- Not supporting the use of standardized assessment 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 evaluation systems are intended to promote professional growth based on standards of professional practice and meaningful measures of teacher and administrator effectiveness. The Oregon framework will lead to the development of local evaluation systems that increase the quality of instruction in the classroom and leadership within the school district, resulting in improved learning and achievement of each and every student. Implementation of a sound evaluation system is critical to producing equitable outcomes where student success is no longer predictable based on race, socio-economics, language, and family background.

Teacher and leader effectiveness is critical for improving learning and achievement for all students. To that end, implementation of educator evaluation systems is aligned with district and school improvement through the Regional Continuous Improvement Network, part of the state's system of accountability and support to help students, educators, buildings, and districts move toward the state's 40/40/20 Goal for improving educational attainment.

Overview of the Oregon Framework

The Oregon Framework for Teacher and Administrator Evaluation and Support Systems incorporates state legislation (Senate Bill 290), rules adopted by the State Board (December 2011/June 2012), and the federal waiver requirements. In June 2012, the State Board of Education endorsed the Oregon Framework for Teacher and Administrator Evaluation and Support Systems and adopted revised OAR 581-022-1723.

The purpose of the Oregon framework is to provide guidance for implementation of state and federal requirements as districts develop or align their local evaluation and support systems. The framework provides state criteria (required elements) that ensure local evaluation systems are rigorous and designed to support professional growth, accountability and student learning and growth of each student. The five required elements outlined below establish the parameters for all local evaluation and support systems. Districts will align their systems to these elements but have flexibility in their local design and implementation. Local systems must meet or exceed state criteria. ODE will provide research-based evaluation processes and models that comply with the state criteria.

Required Elements in Teacher and Administrator Evaluation and Support Systems

1. **Standards of Professional Practice.** The state adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards define what teachers and administrators should know and be able to do to ensure that every student is ready for college, careers and engaged citizenship in today's world.
2. **Differentiated (4) Performance Levels.** Teacher and administrator performance on the standards of professional practice are measured on four performance levels. ODE will provide districts approved research-based rubrics aligned to the state adopted standards.
3. **Multiple Measures.** Multiple sources of data are used to measure teacher and administrator performance on the standards of professional practice. Evaluators look at evidence from three categories: professional practice, professional responsibilities, and student learning and growth.
4. **Evaluation and Professional Growth Cycle.** Teachers and administrators are evaluated on a regular cycle of continuous improvement that includes self-reflection, goal setting, observations, formative assessment and summative evaluation.
5. **Aligned Professional Learning.** Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's or administrator's evaluation and his/her need for professional growth.

School districts are required to develop or modify their evaluation systems in collaboration with administrators, teachers, and their exclusive bargaining representatives (ORS 342.850(2)(a); SB 290; and OAR 581-022-1723). A collaborative process involving teachers and administrators will result in meaningful evaluations and a stronger evaluation system.

All school districts must begin implementing their local evaluation and supports systems in all evaluations in 2013-2014. Training, professional development, and technical support for districts to develop or align their local evaluation systems will be provided regionally through the Regional Continuous Improvement Network, ESDs, and other resources. Lessons learned from

implementation will be used to continuously improve over time the state criteria and inform local evaluation and support systems.

Note: While SB 290 requires evaluations for “administrators”; the framework initially focuses on “building administrators” (e.g., principals, vice principals) and will expand criteria to include other administrators at a later date.

As a condition of the ESEA Flexibility waiver, Oregon will pilot the framework in 2012-2013 to test and refine the guidelines for educator evaluation systems. As a result, contents of the framework may be modified. Following the pilot, the Oregon Department of Education will submit Oregon’s framework to the U.S. Department of Education for federal approval.

III. BACKGROUND

An effective educator workforce is essential for improving student learning and achieving the state's 40/40/20 Goal:

Senate Bill 253 establishes the goal in law that, by 2025, every Oregon student should earn a high school diploma – one that represents a high level of knowledge and skills. Eighty percent must continue their education beyond high school – with half of those earning associate's degrees or professional/technical certificates, and half achieving a bachelor's degree or higher. This goal, often referred to as the "40/40/20 Goal," gives Oregon the most ambitious high school and college completion targets of any state in the country.

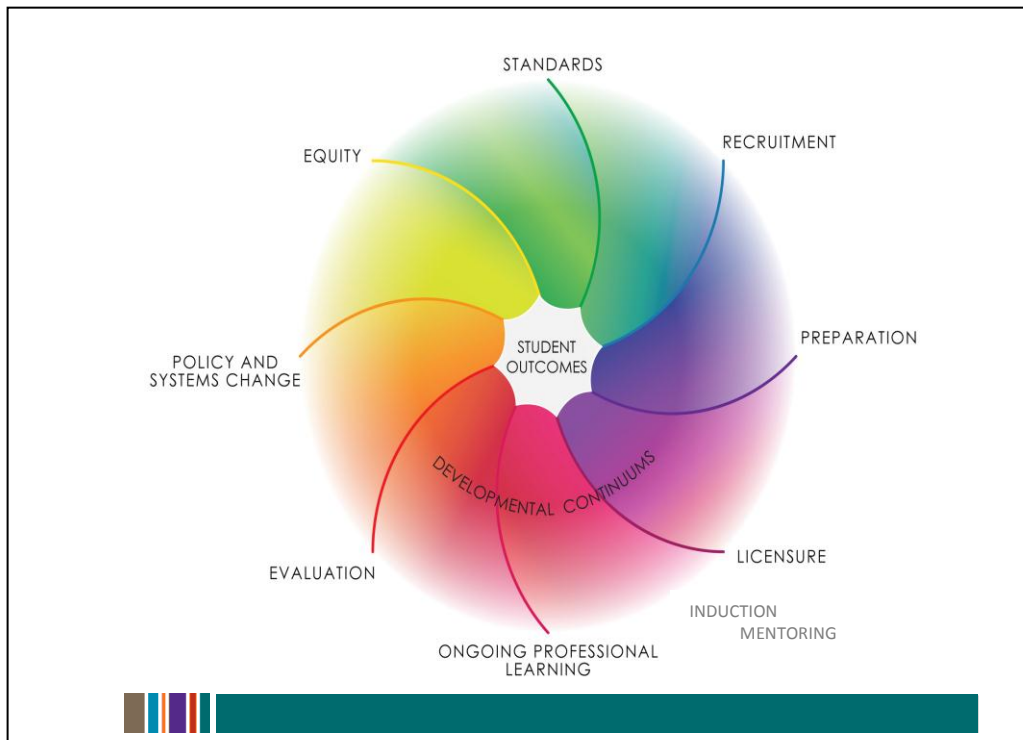
The state will not meet the demanding requirements for improving student achievement without effective teachers and leaders. Oregon educational partners and stakeholders are working collaboratively to create a supportive state policy infrastructure focused on educator effectiveness leading to improved student learning. Oregon's framework for evaluations has been built on a strong foundation of legislative action and collaborative support, as part of a coherent and comprehensive system of educator effectiveness.

Together, Oregon partners and stakeholders are developing a comprehensive educator effectiveness system spanning the career continuum of teachers and leaders, including preparation, licensing, induction, mentoring, professional learning, and educator evaluation. The following graphic, adapted from the CCSSO State Consortium on Educator Effectiveness, illustrates the interrelated components of a comprehensive system designed to improve student outcomes.

Organizations that have played key roles in Oregon's educator effectiveness efforts include:

- Oregon Legislature
- Office of the Governor
- Oregon Department of Education (ODE)
- Oregon Education Association (OEA)
- Confederation of Oregon School Administrators (COSA)
- Oregon School Boards Association (OSBA)
- Teacher Standards and Practices Commission (TSPC)
- Oregon School Personnel Association (OSPA)
- Oregon School Districts
- Committee of Practitioners (COPs)
- Oregon University System (OUS)
- Oregon Coalition for Quality Teaching and Learning (OCQTL)
- Oregon Association of Colleges for Teacher Education (OACTE)
- Stand for Children
- Chalkboard Project
- Northwest Regional Comprehensive Center
- Oregon Leadership Network (OLN)
- State Consortium on Educator Effectiveness (SCEE)

Educator Effectiveness System



State and Federal Legislation, Rules, and Policy

The framework incorporates the requirements of Senate Bill (SB) 290, House Bill (HB) 3474, Senate Bill (SB) 252 enacted during the 2011 legislative session, and requirements for educator evaluation including the Model Core Teaching and Educational Leadership/Administrator Standards (OAR 581-022-1723; 1724;1725) adopted by the State Board of Education in December 2011. It also draws on national research and the experience of Oregon school districts that are already leading the way in developing strong and meaningful evaluation systems.

Three significant bills enacted during Oregon's 2011 Legislative session have provided a solid policy platform to build an evaluation and support system that is consistent with the ESEA flexibility waiver criteria. This legislation is highlighted below:

Senate Bill (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:
 - a. Assisting school districts in determining the effectiveness of teachers and administrators
 - b. Improving the professional development and classroom practices of teachers and administrators

- Core teaching standards and administrator standards take into consideration:
 - a. Multiple measures of teacher and administrator effectiveness
 - b. Evidence of student academic growth and learning based on multiple measures
- Core teaching standards will attempt to:
 - a. Strengthen the knowledge, skills, dispositions and classroom and administrative practices of teachers and administrators in public schools;
 - b. Refine the support, assistance and professional growth opportunities offered to a teacher or an administrator, based on the individual needs of the teacher or administrator and the needs of students, the school and the school district of the teacher or administrator;
 - c. 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 ;
 - d. Establish a formative growth process for each teacher and administrator that supports professional learning and collaboration with other teachers and administrators; and
 - e. Use evaluation methods and professional development, support and other activities that are based on curricular standards and that are targeted to the needs of each teacher and administrator.
- By July 1, 2013, school district boards must use the core teaching standards and administrator standards for all evaluations of teachers and administrators. The process shall be based on the collaboration of teachers and administrators and the exclusive bargaining representative of the employees of the school district.

House Bill (HB) 3474

- Implements HB 3619 Task Force on Education Career Preparation and Development recommendations for:
 - a. Teacher preparation and professional development
 - b. Administrator preparation and professional development
 - c. Licensure
- Requires creation of a comprehensive leadership development system for administrators.
- Directs preparation of a plan to encourage National Board Certification for teachers and administrators.
- Creates the Educator Preparation Improvement Fund to improve preparation of teachers and administrators; allocates funds for incentive grants.
- Directs the preparation of guidelines for a uniform set of performance evaluation methods for teachers.

Senate Bill (SB) 252

- SB 252 (district collaboration grant) provides funding for eligible school districts to improve student learning through the voluntary collaboration of teachers and administrators to implement the integration of performance evaluation systems with

new career pathways, research-based professional development, and new compensation models.

- Provides the opportunity to support piloting the development of local evaluation systems following the state guidelines during the 2012-13 school year.
- District applications must be approved by school district superintendent, chair of the school district board, and the exclusive teacher bargaining representative.

ESEA Waiver Criteria for Teacher and Principal Evaluation and Support Systems

Federal requirements

- District teacher and principal evaluation and support systems must:
 - Be used for continual improvement of instruction
 - Meaningfully differentiated performance using at least three performance levels
 - Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities) and other measures of professional practice (which may be gathered through multiple formats and sources)
 - Evaluate teachers and principals on a regular basis
 - Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development
 - Be used to inform personnel decisions
- Ensure districts implement teacher and principal evaluation and support systems consistent with state adopted guidelines

IV. PURPOSE and GOALS OF EVALUATION

Effective teaching and leadership matter. Within the school environment, teachers and administrators have the most impact in creating equity and excellence for each and every student. Teachers and administrators have a challenging task in meeting the needs of an educationally diverse student population, and meaningful evaluations are necessary to provide educators with the support, recognition, and guidance needed to sustain and improve their efforts. Evaluation systems must be designed comprehensively to go beyond the use of personnel decision making to inform the growth process across the system and to measure a full range of performance across different settings. The primary goal of elevating teaching, leading, and learning throughout the systems cannot be accomplished with summative assessment alone.

Undertaking the work of designing, implementing, and monitoring an effective evaluation and support system for educators is both complex and time consuming; however, based upon the powerful correlation between teacher and principal effectiveness to student learning and growth, this work is imperative and of the utmost importance.

The ultimate goal of strengthening teacher and leader evaluation systems in Oregon is to ensure equitable outcomes where *all* students, regardless of background, are ready for college, careers, and engaged citizenship by ensuring the following outcomes:

- Improved student learning at all schools and for all students
- Effective teachers in every classroom
- Effective leaders in every school and district
- Reducing achievement gaps between the highest and lowest performing student groups, while increasing achievement and success for every student
- Continuous professional growth for teachers and leaders throughout their careers

The Oregon Framework for Teacher and Administrator Evaluation and Support Systems creates a fair and equitable system to measure teacher and leader effectiveness. This valid and reliable system will meaningfully differentiate performance using four performance levels and will include measures of teachers' and principals' contribution to student learning and growth toward academic goals and learning standards.

Purposes of the evaluation and support system are to:

- 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.

Defining Teacher and Principal Effectiveness

Development of evaluation and support systems should begin with defining the terms “effective” teacher and “effective” principal (or administrator). The Educator Effectiveness Workgroup developed the definitions below which reflect the adopted Model Core Teaching Standards (OAR 581-022-1724) and Educational Leadership/Administrator Standards (OAR 581-022-1725).

Teacher Effectiveness

Effective teachers in the state of Oregon have the essential knowledge, critical dispositions and performances needed to promote the success of every student through high expectations, challenging learning experiences, a deep understanding of the content, effective instructional practice, and professional responsibility.

By demonstrating proficiency in the adopted teaching standards, effective teachers improve student learning and growth by providing instruction that enables all students regardless of their background to meet and exceed ambitious goals and standards for student learning. Effective teachers empower every student to take ownership of his or her own learning and leverage diverse student assets to promote learning for all students.

Through implementation of the Common Core State Standards (CCSS), effective teachers integrate cross-disciplinary skills to help students master content and apply knowledge and skills to explore ideas, propose solutions, develop new understandings, solve problems, and imagine possibilities. They strive to eliminate achievement gaps and to prepare diverse student populations for postsecondary and workforce success.

Effective teachers use assessment data to monitor each learner’s progress formatively, adjust instruction as needed, provide feedback to learners, and document learner progress against standards using multiple sources of evidence. They also analyze student learning outcomes to plan meaningful learning opportunities, customize instruction for students with a wide range of individual and cultural differences, and incorporate new technologies to maximize and individualize learning experiences.

Effective teachers understand that helping all students succeed cannot happen in isolation; they engage in intensive professional learning, peer and team collaboration, continuous self-reflection, consultation with families, and ongoing study of research and evidence-based practice. Effective teachers demonstrate leadership by encouraging transparency and contributing to positive changes in practice which advance the profession. They also lead by modeling ethical behavior, taking responsibility for the learning and well-being of all students, and supporting a shared vision and collaborative culture. Effective teachers communicate high expectations to students and their families, in particular those who have historically been left behind/marginalized, and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. They perform all duties according to the ethical and competent standards set by the Teachers Standards and Practices Commission.

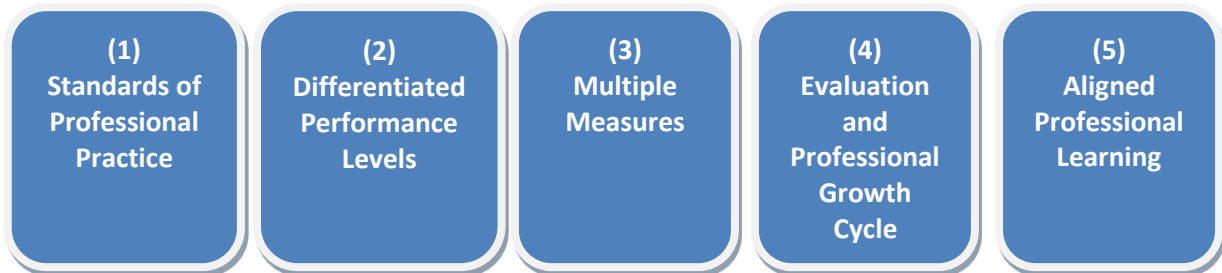
Principal Effectiveness

Effective principals in the state of Oregon integrate principles of cultural competency and equitable practice and promote the success of every student through visionary leadership, instructional improvement, effective management, inclusive practice, ethical leadership, and the socio-political context of their building and district. By demonstrating proficiency in the adopted educational leadership/administrator standards, effective principals improve teacher effectiveness and student learning and growth. They also lead by modeling ethical and competent behavior according to all standards set for administrators by the Teachers Standards and Practices Commission.

As the school's instructional leader, effective principals enable critical discourse and data-driven reflection and decisions about curriculum, assessment, instruction, and student progress, and create structures to facilitate instructional improvement. Effective principals ensure their staff receives support, assistance, and professional growth opportunities necessary to strengthen teacher knowledge, skills, dispositions, and instructional practices in mutually-identified areas of need. By creating a common vision for equity and excellence and articulating shared values, effective principals lead and manage their schools in a manner that promotes collaboration and equity, creates an inclusive and safe, efficient, and effective learning environment, and improves the school's positive impact on students, families, and community members.

V. REQUIRED ELEMENTS OF TEACHER AND ADMINISTRATOR EVALUATION AND SUPPORT SYSTEMS

Teacher and administrator evaluation and support systems in all Oregon school districts must include the following five elements:



These five required elements establish the parameters for local evaluation and support systems. The framework describes the state criteria for each of these elements. Districts must align their systems to these elements but have local flexibility in their design and implementation. Local systems must meet or exceed the state criteria for evaluation and support systems.

(1) Standards of Professional Practice: Model Core Teaching Standards and Educational Leadership/Administrator Standards

The standards of professional practice are the cornerstone of an evaluation system. The Model Core Teaching Standards and Educational Leadership/Administrator Standards are the foundation of Oregon's evaluation framework. These professional standards outline what teachers and administrators should know and be able to do to ensure every student is ready for college, careers and engaged citizenship in today's world. These standards help frame a comprehensive definition of effective teaching and educational leadership.

Oregon legislation (SB 290) called for the adoption of teaching and administrator standards to be included in all evaluations of teachers and administrators in the school district. The State Board of Education adopted the Model Core Teaching Standards (581-022-1724) and Educational Leadership/Administrator Standards (581-022-1725) in December 2011 (See Appendix X) and requirements for district evaluation systems (581-022-1723).

Both the Model Core Teaching Standards and Educational Leadership standards build on national standards, are research based, utilize best practices, and were developed with a wide variety of stakeholders over the course of several years. Districts are required to build their evaluation and support systems using these adopted standards.

Model Core Teaching Standards

The Model Core Teaching Standards outline what teachers should know and be able to do to help all students improve, grow and learn. The standards outline the common principles and foundations of teaching practice necessary to improve student learning that encompass all subject areas and grade levels. The standards reflect a new vision for teaching and learning critical for preparing all students for success in today's world and their future.

Key themes for improved student learning run throughout the standards:

- Personalized learning for diverse learners
- Cultural competence
- A stronger focus on application of knowledge and skills
- Improved assessment literacy
- A collaborative professional culture
- New leadership roles for teachers and administrators

The standards were developed by the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State School Officers (CCSSO) and represents the collaborative work of practicing teachers, teacher educators, school leaders, state agency officials, and CCSSO, including Oregon stakeholders.

The Model Core Teaching Standards are grouped into four domains of teaching: (A) The Learner and Learning, (B) Content, (C) Instructional Practice, and (D) Professional Responsibilities. See link below for accessing the complete Model Core Teaching Standards which delineates "essential knowledge," "critical dispositions" and "performances."

http://www.ccsso.org/Documents/2011/InTASC_Std MS Word version 4 24 11.doc

The Model Core Teaching Standards include:

(A) The Learner and Learning

Standard # 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

(B) Content

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.

Standard # 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

(C) Instructional Practice

Standard # 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

(D) Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard # 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Educational Leadership/Administrator Standards

Oregon's educational leadership/administrator standards embed cultural competency and equitable practice in each standard. These standards guide administrative preparation, licensure and job performance. Oregon's educational leadership/administrator standards align with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) 2009 standards for Educational Leadership. Oregon was very explicit and intentional about highlighting the importance of cultural competency and equitable practices in the administrator standards.

See link below for accessing Performance Standards and Indicators for Education Leaders (ISLLC-Based Models): http://www.ccsso.org/Documents/2008/Performance_Indicators_2008.pdf

The six domains for administrator professional practice:

- Setting widely shared vision for learning
- Developing a school culture and instructional program conducive to student learning and staff professional growth
- Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment
- Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources
- Acting with integrity, fairness, and in an ethical manner
- Understanding, responding to, and influencing the political, social, legal, and cultural context

The Educational Leadership/Administrator Standards include:

Standard #1: Visionary Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.

Educational Leaders:

- a) Collaboratively develop and implement a shared vision and mission;
- b) Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;
- c) Create and implement plans to achieve goals;
- d) Promote continuous and sustainable improvement; and
- e) Monitor and evaluate progress and revise plans.

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.

Educational Leaders:

- a) Nurture and sustain a culture of collaboration, trust, learning and high expectations;
- b) Create a comprehensive, rigorous and coherent curricular program;
- c) Create a personalized and motivating learning environment for students;
- d) Supervise and support instruction;
- e) Develop assessment and accountability systems to monitor student progress;
- f) Develop the instructional and leadership capacity of staff;
- g) Maximize time spent on quality instruction;
- h) Promote the use of the most effective and appropriate technologies to support teaching and learning; and
- i) Monitor and evaluate the impact of instruction.

Standard #3: Effective Management

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Educational Leaders:

- a) Monitor and evaluate the management and operational systems;
- b) Obtain, allocate, align and efficiently use human, fiscal and technological resources;
- c) Promote and protect the welfare and safety of students and staff;
- d) Develop the capacity for adaptive leadership; and
- e) Ensure teacher and organizational time is focused to support quality instruction and student learning.

Standard #4: Inclusive Practice

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

Educational Leaders:

- a) Collect and analyze data pertinent to equitable outcomes;
- b) Understand and integrate the community's diverse cultural, social and intellectual resources;
- c) Build and sustain positive relationships with families and caregivers; and
- d) Build and sustain productive relationships with community partners.

Standard #5: Ethical Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Educational Leaders:

- a) Ensure a system of accountability for every student's academic and social success;
- b) Model principles of self-awareness, reflective practice, transparency and ethical behavior;
- c) Safeguard the values of democracy, equity and diversity;
- d) Evaluate the potential ethical and legal consequences of decision-making; and
- e) Promote social justice and ensure that individual student needs inform all aspects of schooling.

Standard #6: Socio-Political Context

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Educational Leaders:

- a) Advocate for children, families and caregivers;
- b) Act to influence local, district, state and national decisions affecting student learning; and
- c) Assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies.

(2) Differentiated Performance Levels for Teacher and Administrator Evaluations

Oregon’s framework for evaluation is designed to assess teacher and administrator performance with respect to the Model Core Teaching Standards and Educational Leadership/Administrator Standards (i.e., standards of professional practice). To assess performance, evaluators use a rubric. Rubrics are scoring tools that describe characteristics of practice or artifacts at different performance levels.

Rubrics are designed with differentiated performance levels and performance descriptors. Performance descriptors are observable and measurable statements of educator actions and behaviors that serve as the basis for identifying the level of teaching or administrative performance. They contain descriptors at each performance level illustrating the types of performance expected at a given level under a given standard of practice. Research indicates that using a rubric with four levels and clear descriptors will result in a more objective rating of performance. Descriptors can be used to guide individuals toward improving their practice at the next performance level.

Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall.

Oregon’s evaluation framework uses a rating scale based on four performance levels: Level 1 (lowest) to Level 4 (highest). Definitions of each performance level are described in Table 1 below. Districts must use four levels but they may name the levels as desired (for example ineffective, emerging, effective and highly effective). Regardless of the terms used, they must be aligned to the levels described in the table below. The Oregon Department of Education will provide approved research-based rubrics. Districts must adopt or adapt these rubrics for their local evaluation systems.

Table 1. Performance Levels

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice
Level 1	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice
Level 2	Making sufficient progress toward meeting this 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 this 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 this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities

(3) Multiple Measures for Teacher and Administrator Evaluations

A comprehensive evaluation system must include a variety of evidence-based measures to evaluate teacher and administrator performance and effectiveness, based on standards of professional practice (i.e., INTASC and ISLLC). Multiple measures provide a more comprehensive view of the educator’s practice and contribution to student growth. Multiple measures provide multiple data sources. Due to the complex nature of teaching and administrator practice, a single measure does not provide sufficient evidence to evaluate performance. When combined, multiple measures provide a body of evidence that informs the educator’s evaluation resulting 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 and administrator evaluation systems must include measures from the following three components: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth.

All teachers and administrators will be evaluated using measures from each of the three categories in combination with one another. These categories are interdependent and provide a three-dimensional view of teacher and administrator practice as illustrated below. Evaluators will look at evidence from all three categories of evidence to holistically rate performance.

Categories of Evidence for Multiple Measures of Effectiveness



Student Learning and Growth as a Significant Factor for Teacher and Administrator Evaluations

As with the state’s accountability system, Oregon’s guidelines for teacher and administrator evaluation and support systems build on the belief that evidence of student learning and growth is significant to the work that teachers and leaders undertake. Oregon is committed to looking at evidence of student learning in ways that a) motivate and provide clear goals for students and families; b) support Oregon’s goal of learner-centered approaches to demonstrating

proficiency/mastery of common core and other state/national standards; c) promote higher level thinking skills and college and career-ready behaviors; and d) recognize and learn from students, educators and systems for demonstrating higher than average gains, particularly for those students who are furthest behind.

Oregon statute (SB 290), Oregon Administrative Rules (OAR) and the ESEA waiver criteria require local evaluation and support systems to incorporate a robust set of measures of student learning and growth for all students as a significant contributor to the overall performance rating of teachers and administrators. Student learning and growth means measures of student progress (across two or more points in time) and of proficiency/mastery (at a single point in time) in relation to state or national standards. Student learning and growth is evidenced by state assessments as well as national, international, district-wide and other valid and reliable assessments and collections of student work.

As described further below, measures will include:

- For grades and subjects for which assessments are required (ELA and mathematics in grades 3-8, 11):
 - (1) state assessment results; and
 - (2) additional measures of student learning, such as any of those described in the second bullet
- For grades and subjects in which state assessments are not required:
 - (3) State, national, international or common district assessments; and other valid and reliable measures of student learning, growth and proficiency, such as formative assessments, end of course tests, performance-based assessments; collections or portfolios of student work.

Within Oregon's Framework, three components make up a comprehensive evaluation: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. The student learning and growth component represents the teacher/administrator's impact on a student's (or set of students) growth as measured by multiple sources of data.

Teachers and administrators, in collaboration with their supervisors/evaluators, will establish rigorous student learning goals and select evidence from a variety of valid measures and regularly assess progress. The goal setting process for teachers must reflect most closely the teaching and learning that occurs at the classroom level and allow teachers to choose goals based on the needs of their students and select measures that align with their goals.

All teachers will select from a variety of measures. Teachers who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-11) must include state assessments as one of their measures and must include other evidence of student learning from classroom, school, district, or national measures. The Oregon Department of Education will provide districts with state assessment data reflecting proficiency and growth. Teachers in non-tested subjects and grades must use measures that are valid representations of student learning as demonstrated in relation to state or national standards, at least one measure that is comparable state or district-wide, or that has been approved by the district for use across a building. The process for establishing student growth goals is described in the following sections on multiple measures for teachers and administrator evaluations.

Summative Evaluation

Oregon is committed to ensure that summative evaluation represents a holistic judgment of the teacher's or administrator's performance based on the Standards of Professional Practice and his/her impact on student learning and growth. During the 2012-13 school year, the Framework for Teacher and Administrator Evaluation and Support Systems will be piloted in 14 school districts. ODE will work with experts, evaluators, and consultants to collect and analyze data, collaborate with other states around their implementation findings, and develop guidelines for ensuring that evidence of student learning and growth is valid and reliable, and included as a significant factor in teacher and administrator evaluation.

Multiple Measures for Teacher Evaluations

The evaluation system must include a variety of evidence-based measures to evaluate teacher performance and effectiveness, based on the Model Core Teaching Standards. To provide a balanced view of teacher performance, evaluations of all licensed teachers must include evidence from the following three components: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. Determining multiple measures for the district's local evaluation system is key; to be accomplished through a collaborative process involving teachers and administrators. Examples included under each category below are not all inclusive.

- A. Professional Practice:** Evidence of the quality of teachers' planning, delivery of instruction, and assessment of student learning.
- a. Classroom Observation
 - a) Evaluator's observation, documentation and feedback on a teacher's instructional practices; both formal and informal
 - b. Examination of Artifacts of Teaching
 - b) Examples: Lesson plans, curriculum design, scope and sequence, student assignments, student work
- B. Professional Responsibilities:** Evidence of teachers' progress toward their own professional goals and contribution to schoolwide goals.
- Examples: Teacher reflections, self-reports, data analysis, professional goal setting, student growth goal setting, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, record keeping, portfolios, building level leadership (committees, demonstration classrooms)

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

- C. Student Learning and Growth:** Evidence of teachers' contribution to student learning and growth.

Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment (see table below). They also specify what evidence will be provided to document progress on each goal:

- a) Teachers who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from Category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills.
- b) 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 following three categories, based on what is most appropriate for the curriculum and students they teach.

Table 2. Types of Measures for Student Learning and Growth for Teacher Evaluations

Category	Types of Measures (aligned to standards)	Examples include, but are not limited to:
1	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments
2	Common national, international, regional, district-developed measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms
3	Classroom-based or school-wide measures	Student performances, portfolios, products, projects, work samples, tests

Teacher Goal Setting for Student Learning and Growth

Student learning and growth is the third component of teacher evaluation. Student growth will be determined through a rigorous student growth goal setting process and the use of multiple measures. Teachers, in collaboration with their supervisor/evaluator will set learning goals aligned to state standards for their students and use assessments to measure their progress toward these goals.

Goal setting for student learning is an important process for every Oregon educator. Rigorous, measurable goals provide a clear path for teacher and students to succeed. Setting student learning goals helps ensure that lesson design, instruction and assessment result in learning for all students.

Student learning and growth goals and measures align with the standards the teacher is expected to teach and students are expected to learn. The goal should reflect students' progress toward proficiency or mastery of academic standards, cognitive skills, academic behaviors, and transitional skills. All measures must be aligned to standards and be valid and

developmentally appropriate for the curriculum and the students being taught. The collective set of a teacher's goals should address all of his or her students. District priorities, school goals and classroom goals should be aligned, wherever possible.

Student Learning and Growth Goal Setting Process*

- Teachers review baseline data and create goals that measure the learning of all students. Goals span a school year or complete course of study.
- Teachers collaborate with supervisor/evaluator to establish student learning goals. In addition, teachers may collaborate to establish student learning goals for their grade levels, departments, or curricular teams.
- Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment (Table 2). They also specify what evidence will be provided to document progress on each goal:
 - a) Teachers who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from Category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills.
 - b) 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 following three categories, based on what is most appropriate for the curriculum and students they teach.
- Teachers complete goal setting in collaboration with their supervisor/evaluator. During the collaborative planning process, the teacher 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. The SMART goal process is used in the development of student growth goals (**SMART = Specific and Strategic; Measureable; Action oriented; Rigorous, Realistic, and Results-focused; Timed and Tracked**).
- Teachers meet with supervisor/evaluator to discuss progress for each goal mid-year and at the end of the year. Goals remain the same throughout the year, but strategies for attaining goals may be revised.
- Teachers, along with their supervisor/evaluator, reflect on the results and determine implications for future professional growth planning.

**Process adapted from the Kentucky model.*

Multiple Measures Address the Needs of All Teachers

Using multiple measures of student growth allows for the inclusion of *all* educators in the evaluation system, including those in non-tested subjects (e.g., the arts, music, CTE) and grades for which standardized state tests are not administered. Basing the evaluation on multiple measures of student growth and measures of professional practice and professional responsibility allows appropriate customization of evaluations for special education teachers and English Language Learner (ELL) teachers. For these educators, rigorous classroom based measures provides another way to show concrete of evidence teachers' contribution to equitable student growth where standardized tests for their particular subject, grade, or specialization are not available.

While all Oregon teachers are held to the same standards of professional practice, evaluation processes and tools will be differentiated to accommodate the unique skills and responsibilities of special education and ELL teachers where applicable.

Specialized skills and responsibilities for teachers who work with students with disabilities may include, for example:

- Knowledge of evidence-based instructional strategies for students with special needs
- Appropriate use of instructional strategies and interventions to accommodate individual learning differences and augment achievement
- Knowledge of current special education legislation/laws to maintain legal compliance
- Progress monitoring (specifically with IEP goals)
- Effective case management skills to maintain records, prepare reports and correspondence; complete accurate and appropriate IEPs and meet compliance timelines
- Knowledge of social and behavioral interventions
- Specialized interventions for students with severe cognitive disabilities or other complex impairments
- Knowledge of texts, materials, and specialized equipment to support the individual learning needs of students
- Considerable knowledge of current literature, trends, and community resources (local, state, national) to provide information or support to parents
- Effective collaboration and communication skills with parents, educational personnel, students and other involved parties

Specialized skills and responsibilities for teachers who work with English Language Learners (ELL) may include, for example:

- Increase attention to home language and cultures
- Build connections between the students' school and home
- Employ appropriate research-based strategies to ensure students achieve literacy (e.g., developing and using ELL literacy strategies, curriculum products, implementation plans and assessment tools)
- Exhibit theoretical and research-based knowledge of language acquisition and child development
- Work collaboratively with teachers in recognizing and responding to the multiple needs of the diverse learners

- Use a variety of ongoing, instructionally based assessment approaches to inform and differentiate instruction
- Research, teach, and model best practices used to address the needs of those students who struggle with reading and writing
- Assist with implementing a balanced approach of direct teaching using authentic, literature based reading and writing opportunities
- Assist with district and schoolwide literacy initiatives
- Keep abreast of technical, legislative, and professional developments and trends affecting ELL programs, disseminate information to appropriate district personnel and provide ongoing professional development, and make recommendations for program adjustments
- Disaggregate and analyze data to target instruction, enhance student learning, and inform teacher practice
- Assist in monitoring the district's effectiveness and compliance with local, state, federal and court ordered requirements related to ELL programs

Table 3 on the following page illustrates how multiple measures align with the Model Core Teaching Standards for teacher evaluations.

Table 3. Multiple Measures Aligned to the Model Core Teaching Standards for Teacher Evaluations

MODEL CORE TEACHING STANDARDS										
MULTIPLE MEASURES	DOMAIN 1 The Learner and Learning			DOMAIN 2 Content		DOMAIN 3 Instructional Practice			DOMAIN 4 Professional Responsibility	
	#1 Learner Development	#2 Learning Differences	#3 Learning Environments	#4 Content Knowledge	#5 Application of Content	#6 Assessment	#7 Planning for Instruction	#8 Instructional Strategies	#9 Professional Learning and Ethical Practice	#10 Leadership and Collaboration
Evaluation of a teacher's performance includes measures from all three categories of evidence:										
(A) Professional Practice <i>Measures of the quality of a teacher's planning, delivery of instruction, and assessment of student learning.</i>	a. Classroom Observation of Instructional Practice Evaluator's observation, documentation and feedback on teachers' professional practices; both formal and informal observations									
	b. Examination of Artifacts Examples: lesson plans, curriculum design, scope and sequence, student assignments, student work									
(B) Professional Responsibilities <i>Measures of the teacher's progress toward his or her own professional goals and contribution to schoolwide goals.</i>									<i>Examples: professional growth plan, setting student growth goals, teacher reflections, self-reports, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, portfolios</i>	
(C) Student Learning and Growth <i>Quantitative measures of the teacher's impact on a student (or sets of students) as measured by multiple sources of student data over time.</i>	<p>Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment. They also specify what evidence will be provided to document progress on each goal:</p> <p>a) Teachers who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills.</p> <p>b) 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 following three categories, based on what is most appropriate for the curriculum and students they teach.</p> <p>Category 1: State or national standardized tests Category 2: Common national, international, regional, district-developed measures Category 3: Classroom-based or school-wide measures</p>									

Multiple Measures for Administrator Evaluation

The evaluation system must include a variety of evidence-based measures to evaluate administrator performance and effectiveness, based on the Educational Leadership/Administrator Standards (i.e., ISLLC). To provide a balanced view of administrator performance, evaluations of all building administrators (i.e., principals, vice-principals) must include evidence from the following three categories: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. Determining multiple measures for the district’s local evaluation system is key; accomplished through a collaborative process involving teachers and administrators. The measures listed under each category are provided as examples.

(A) **Professional Practice:** Evidence of school leadership practices, teacher effectiveness, and organizational conditions.

- Observation and review of artifacts

Examples: 360 ° feedback, feedback to teachers, surveys developed collaboratively with staff (re: instructional leadership, teacher/student climate), staff communication, teacher development, student/staff handbooks, records of mentoring/coaching, teacher use of data, staff meetings, teacher observations, summative and formative teacher evaluation

(B) **Professional Responsibility:** Evidence of administrators’ progress toward their own professional goals and contribution to schoolwide and district goals.

Examples: administrator reflection, self-report, professional goal setting, schoolwide improvement goals, data committee meetings, portfolios, parent and community involvement, decision-making, professional development log, staff retention rate, collaborative leadership, school-wide budget, master schedule, teambuilding, teacher evaluations

(C) **Student Learning and Growth:** Evidence of administrators’ contribution to school-wide student learning and growth.

Administrators, in collaboration with their supervisor/evaluator, will establish at least two student growth goals from the three categories in the Table 4. One goal must be related to student learning and growth using state assessment (Category 1) as a measure (e.g., building-level data on proficiency and growth in reading and math, including all subgroups).

Table 4. Types of Measures for Student Learning and Growth for Administrator Evaluations

Category	Types of Measures	Examples include, but are not limited to:
1	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments
2	Common national, international, regional, district-developed measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms
3	Other school-wide or district-wide measures	Graduation rate, attendance rate, drop-out rate, discipline data, college ready indicators (PSAT, AP/IB)

		tests, dual enrollment, college remediation rates), college and career readiness measures, and other measures of student learning and growth
--	--	--

Student growth goals and measures should align with Achievement Compact indicators where applicable:

- Grade 3 proficiency in reading and math, as measured by meeting or exceeding benchmark on the Oregon Assessment of Knowledge and Skills (OAKS);
- Grade 6 on-track, as measured by rates of chronic absenteeism;
- Grade 9 on-track, as measured by rates of credit attainment and chronic absenteeism;
- Earning college credit in high school, through Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, or college enrollment;
- Four- and five-year cohort graduation and completion rates; and
- Post-secondary enrollment, as collected through the National Student Clearinghouse.

Table 5 on the following page illustrates how multiple measures align with the Educational Leadership/Administrator Standards for administrator evaluations.

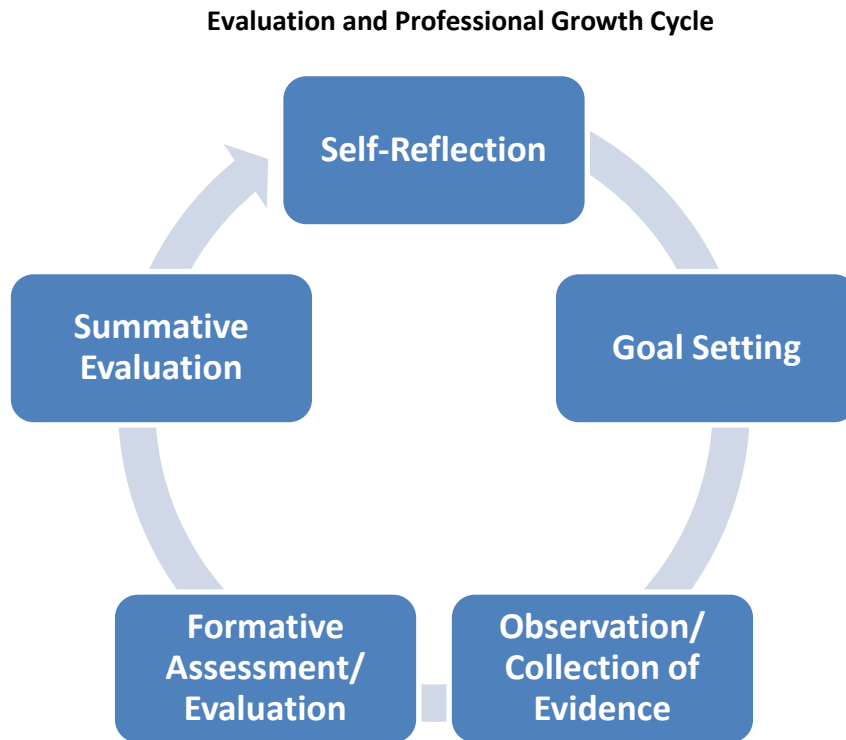
Table 5. Multiple Measures Aligned to Educational Leadership/Administrator Standards (ISLLC) for Administrator Evaluations

MULTIPLE MEASURES	EDUCATIONAL LEADERSHIP/ADMINISTRATOR STANDARDS					
Evaluation of an administrator’s performance includes measures from all three categories of evidence:	#1 Visionary Leadership	#2 Instructional Improvement	#3 Effective Management	#4 Inclusive Practice	#5 Ethical Leadership	#6 Socio-Political Context
(A) Professional Practice <i>Evidence of school leadership practices, teacher effectiveness, and organizational conditions.</i>	a. Observation of Leadership Practice: <i>Evaluator’s observation, documentation and feedback on an administrator’s leadership practices; both formal and informal</i>					
	b. Examination of Artifacts <i>Examples: staff meetings, feedback to teachers, surveys about instructional leadership, teacher/student climate surveys, staff communication, teacher development, student/staff handbooks, records of mentoring/coaching, teacher use of data, teacher observations, summative and formative teacher evaluations, 360° feedback</i>					
(B) Professional Responsibilities <i>Evidence of administrator’s progress toward their own professional goals and contribution to school wide and district goals.</i>				<i>Examples: self-reflection, self-report, professional goal setting, school improvement plan, district improvement plan, committee meetings, portfolios, parent and community involvement, data decision-making, staff retention rate, distributive leadership, collaborative relationships, contributions to community, 360° feedback</i>		
(C) Student Learning and Growth <i>Evidence of administrators’ impact on the academic growth of all students, regardless of socio-economic status, language, and family background, contributing to overall school success.</i>	Administrators will establish at least two student learning and growth goals and select measures from the categories below. Category 1: State or national standardized tests Category 2: Common national, international, regional, district-developed measures Category 3: Other school-wide or district-wide measures One goal must include evidence from state assessments (i.e., building-level data in reading and math, including all subgroups) from Category 1.					

(4) Evaluation and Professional Growth Cycle for Teacher and Administrator Evaluations

Teacher and administrator evaluation systems are based on a cycle of continuous professional growth and learning. An effective process is collaborative and provides ongoing opportunity for relevant feedback and meaningful professional conversations. The focus is on improving effectiveness.

A common vision, identified professional standards, and a research based performance rubric provide the foundation for common expectations, vocabulary and understanding. The evaluation process based on common language empowers the voice of the educator and observer. The following diagram illustrates the critical steps in the cycle. This cycle can be adapted to local district processes.



Steps in an Evaluation and Professional Growth Cycle:

Step 1: Self-Reflection

Based on the standards of professional practice, the first step of an evaluation system is self-reflection. The educator reflects on and assesses his/her professional practice and analyzes the learning and growth of his/her students in preparation for goal setting.

Step 2: Goal Setting (*Student growth goals and professional goals*)

Based on the self-assessment, the educator identifies goals aligned with the standards of professional practice that encompass both practice and impact on student learning. The educator sets both professional practice goals and student learning goals. SMART goals and/or learning targets are used as a tool for effective goal setting.

Step 3: Observation and Collection of Evidence (*Multiple measures*)

The educator and evaluator collect evidence using multiple measures regarding student learning and growth, professional practice, professional responsibilities, and student learning to inform progress throughout the process of evaluation.

Step 4: Formative Assessment/Evaluation (*Analysis of evidence, Professional conversations, and Professional growth*)

The evaluator and educator review the educator's progress toward goals and/or performance against standards. This step includes three interdependent and critical parts: analysis of evidence, professional conversations, and professional growth. Both the educator and the observer analyze the evidence leading into a collaborative professional conversation. Feedback through professional conversations promotes awareness of growth that has occurred, and highlights professional growth needs. These conversations help the educator make adjustments in his/her practice and select relevant professional learning opportunities.

Step 5: Summative Evaluation

This step is the culmination of multiple formative observations, reflections, professional conversations, etc. Evaluator assesses the educator's performance against the standards of professional practice, attainment of student learning goals, and attainment of professional practice goals.

Frequency of Evaluations

The evaluation and professional growth cycle is an ongoing process throughout an educator's career. The cycle begins with a self-reflection and culminates in a summative evaluation. The summative evaluation is the springboard that leads into a new cycle. The summative evaluation occurs on a cycle determined by the educator's contract status:

- Probationary teachers - every year
- Contract teachers – at least every two years
- Probationary administrators - every year
- Administrators – at least every two years

Personnel Decisions

SB 290 and OAR 581-022-1723:

Adopt teaching and administrator standards to improve student academic growth and achievement by assisting school districts in determining the effectiveness of teachers and administrators and in making human resource decisions.

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.).

(5) 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.

VI. IMPLEMENTATION TIMELINE

The following timeline outlines a process to ensure that local school districts develop or align local evaluations and support systems that meet state guidelines and are provided guidance and support for implementation as required in the ESEA Flexibility application.

2012-2013: ODE pilot Oregon Framework (state guidelines) in selected districts

- By September 1, 2012, ODE will work with evaluators and experts to design the pilot study that includes implementing and gathering data regarding at least two of the models previously approved by USED for including student learning and growth as a significant factor in evaluation.
- During the 2012-13 school year, ODE will work with a cohort of pilot districts to develop or align their local systems with the state framework (guidelines) and this application. The pilot will provide ODE the opportunity to build guidance and support materials for statewide implementation, collect best practices, and gain information to improve state framework. Other districts will have opportunities to network and access lessons learned from pilot districts.
- During the 2012-13 pilot year, under the direction of the Chief Education Officer, ODE will collaborate with other states engaged in similar approaches, such as Kentucky, Rhode Island and Massachusetts, and collect and analyze Oregon data. The focus of the pilot will be (1) to test and improve upon the teacher and administrator formative goal setting processes, to ensure validity and rigor across the system; (2) to ensure selected measures are valid and reliable reflections of student learning; and (3) to develop recommendations for how student learning should be weighted and incorporated into a summative evaluation framework.
- In spring 2013, ODE will develop (and submit to USED for approval) amended guidelines that include a model for ensuring all summative evaluations include valid and reliable evidence of student growth and learning as a significant factor in teacher and administrator evaluation.

2012-2013: All LEAs develop local evaluation and support systems consistent with state guidelines

- During the 2012-13 school year, ODE will work with partners to provide professional development to all districts to develop common understanding of the evaluation framework and required elements. In fall 2012, ODE will collaborate with partners to conduct an Educator Effectiveness Summit, with a focus on teacher and principal evaluations, for district teams followed by regional support and networking opportunities. The goal is to build capacity regionally to support high quality implementation. Districts will receive technical assistance to conduct a self-assessment of their current evaluation and support systems aligned with the state criteria. Districts design teams with members of administrative staff, teachers, principals, teachers union, and the local school board will work collaboratively to conduct the district self-evaluation and to design their local educator evaluation and support systems.

All LEAs submit revised evaluation and support systems and implementation plan; ODE will review, approve and identify technical assistance needs

- By July 1, 2013, all school districts will be required to submit to ODE revised evaluation and support systems aligned to the amended state guidelines and an implementation plan with local school board approval. The district's evaluation and support system and implementation plan must include the following assurances:
 - State adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards
 - If the district is using other standards, attach a crosswalk of those standards to the state adopted standards
 - State approved scoring rubrics and four performance levels
 - District selected multiple measures from the three categories of evidence: (1) professional practice, (2) professional responsibilities, and (3) student learning and growth (as a significant factor)
 - Professional growth and evaluation cycle, including use of evaluations for personnel decisions
 - Aligned professional learning opportunities
 - A plan for training all staff and evaluators on the local evaluation system
- By September 1, 2013, ODE will review and approve districts' evaluation and support systems/implementation plans and assurances and determine statewide and regional professional development and technical assistance needs for the 2013-14 school years.

2013-2014: All LEAs will implement their local evaluation and support systems

- During the 2013-14 school year, all districts will implement their plans for local evaluation and support systems. Training, professional development, and technical support will be provided regionally. Districts will test reliability and validity of local evaluation systems. Teachers, principals, district staff and evaluators will receive training on the local evaluation system.

2014-2015: All LEAs continue implementing their local evaluation and support systems

- During the 2014-15 school year, all districts will continue implementing their local evaluation and support systems and training for all schools, staff and evaluators.

2013-2015 ODE will establish a Peer Review Process

During the 2013-14 and 2014-15 school year, ODE and the regional Network will develop and pilot a Peer Review Process using Peer Review Panels to ensure alignment of local evaluation and support systems with state guidelines. The Peer Review Process will include both an accountability component and collegial professional learning component. The Peer Review Panel will appraise districts' systems for alignment with state guidelines and identify districts' needs for professional development and technical assistance.

By July 1, 2015 all LEAs present local evaluation and support systems to a Regional Peer Review Panel

- By July 1, 2015, all school districts must present their local evaluation and support systems to a Peer Review Panel. Districts will provide documentation and validation of the required elements. The review will result in a plan for technical assistance if needed and/or identification of best practices that will be disseminated statewide. Peer review reports will

be submitted to ODE by August 2015 to document compliance with state requirements and provide data to inform state policy decisions.

For ongoing monitoring and support, implementation of local educator evaluation systems will be aligned with the state's emerging accountability system. Through the Regional Continuous Improvement Network, districts will be required to conduct an annual self-evaluation relative to school improvement indicators. For some priority and focus schools, the self-evaluation and initial diagnosis may suggest deficiencies in the key areas of educator effectiveness and/or teaching and learning. In those cases, the team conducting the deeper diagnosis will review the districts' educator evaluation tools and processes for compliance with law. Comprehensive Achievement Plans (CAP) for those schools where these tools or processes are deficient would direct a process and timeline for development or revisions. Even more significantly, the focus and priority schools with work to be done in the areas of educator effectiveness will be given significant support, and in some cases direct intervention, in supporting educators to do their best work.

All districts will have access to the Network's supports and information resources. The Network will serve to provide peer support, sharing of resources, best practices implementation support, and shared services in an effort to ensure continuous improvement for all districts.

VII. BIBLIOGRAPHY

- Assessing the effectiveness of school leaders: New directions and new processes.* (2009, March). New York, NY: The Wallace Foundation. Retrieved from:
<http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-evaluation/Documents/Assessing-the-Effectiveness-of-School-Leaders.pdf>
- Auchter, J.E., & Parkerson, E.K. (Eds.) (2011). *Getting it right: A comprehensive guide to developing and sustaining teacher evaluation and support systems.* Arlington, VA: National Board for Professional Teaching Standards (NBPTS). Retrieved from
http://www.nbpts.org/userfiles/file/NBPTS_Getting-It-Right.pdf
- Bill and Melinda Gates Foundation (2010). Measures of Effective Teaching Website.
<http://www.metproject.org/>
- Braun, H.I. (2005, September). *Using student progress to evaluate teachers: A primer on value-added models.* Princeton, NJ: Educational Testing Service, Policy Information Center. Retrieved from <http://www.ets.org/Media/Research/pdf/PICVAM.pdf>
- Brown-Sims, M. (2010, July). *Evaluating school principals (Tips & Tools).* Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from
http://www.tgsourcesource.org/publications/KeyIssue_PrincipalAssessments.pdf
- Clifford, M., Hansen, U.J., & Wraight, S. (2012, April). *A practical guide to designing comprehensive principal evaluation systems.* Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from
<http://www.tgsourcesource.org/publications/DesigningPrincipalEvalSys.pdf>
- Commission on Effective Teachers and Teaching (2012). *Transforming teaching: Connecting professional responsibility with student learning* (A report to the NEA). National Education Association. Retrieved from
<http://www.nea.org/assets/docs/Transformingteaching2012.pdf>
- Council of Chief State School Officers. (2011, April). *Interstate teacher assessment and support consortium (InTASC) model core teaching standards: A resource for state dialogue.* Washington, DC: Author. Retrieved from
http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf
- Curtis, R. & Wiener, R. (2012, January). *Means to an end: A guide to developing teacher evaluation systems that support growth and development.* Education & Society Program. The Aspen Institute. Retrieved from
http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/Means_To_An_End.pdf
- Danielson, C. (2010). *Evaluations that help teachers learn.* Educational Leadership, 68(4), 35-39.

<http://www.danielsongroup.org/UserFiles/files/Evaluations%20That%20Help%20Teachers%20Learn%20-%20Danielson.pdf>

- Darling-Hammond, L. (2012). *Creating a comprehensive system for evaluating and supporting effective teaching*. Stanford, CA: Stanford Center for Opportunity Policy in Education. Retrieved from <http://edpolicy.stanford.edu/sites/default/files/publications/creating-comprehensive-system-evaluating-and-supporting-effective-teaching.pdf>
- Darling-Hammond, Amrein-Beardsley, A., Haertel, E. & Rothstein, J. (2012, March). *Evaluating teacher evaluation*. *Phi Delta Kapan*, 23(6), 8-15.
- Davis, S., Kearney, K., Sanders, N., Thomas, C., & Leon, R. (2011). *The policies and practices of principal evaluation: A review of the literature*. San Francisco, CA: WestEd. Retrieved from http://www.wested.org/online_pubs/resource1104.pdf
- Doyle, D. & Han, J. (2012) *Measure teacher effectiveness: A look "under the hood" of teacher evaluation in 10 sites*. New York: 50CAN; New Have, CT: ConnCAN; and Chapel Hill, NC: Public Impact. Retrieved from http://conncan.org/sites/conncan.org/files/research/measuring_teacher_effectiveness.pdf
- Gallagher, C., Rabinowitz, S., and Yeagley, P. (2011). *Key considerations when measuring teacher effectiveness: A framework for validating teachers' professional practices* (AACC Report). San Francisco and Los Angeles, CA: Assessment and Accountability Comprehensive Center. Retrieved from http://www.michigan.gov/documents/mde/AACC_report_Key_Considerations_When_Measuring_Teacher_Effectiveness_352994_7.pdf
- Goe, L. (n.d.) *Evaluating teaching with multiple measures*. Washington, DC: American Federation of Teachers, AFL-CIO. Retrieved from: <http://www.lauragoe.com/LauraGoe/EvalTchgWithMultipleMeasures.pdf>
- Goe, L., Bell, C., & Little, O. (2008, June) *Approaches to evaluating teacher effectiveness: A research synthesis*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from <http://www.tqsource.org/publications/teacherEffectiveness.php>
- Goe, L., & Holdheide, L. (2011, March). *Measuring teachers' contributions to student learning growth for nontested grades and subjects* (Research & Policy Brief). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from <http://www.tqsource.org/publications/MeasuringTeachersContributions.pdf>
- Goe, L., Holdheide, L., & Miller, T. (2011, May). *A practical guide to designing comprehensive teacher evaluation systems*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from <http://www.tqsource.org/publications/practicalGuideEvalSystems.pdf>

- A guide for developing multiple measures for teacher development and evaluation.* (2011). Washington, DC: American Federation of Teachers. Retrieved from <http://www.aft.org/pdfs/teachers/devmultiplemeasures.pdf>
- Holdheide, L.R., Goe, L., Croft, A., & Reschly, D.J. (2010, July). *Challenges in evaluating special education teachers and English language learner specialists* (Research & Policy Brief). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from <http://www.tqsource.org/publications/July2010Brief.pdf>
- Mathers, C., & Oliva, M., with Laine, S.W.M. (2008, February). *Improving instruction through effective teacher evaluation: Options for states and districts* (Research & Policy Brief). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from <http://www.tqsource.org/publications/February2008Brief.pdf>
- Oregon Leadership Network (2009). *Best Practices for Assessing Leadership Performance*. Retrieved from http://oln.educationnorthwest.org/webfm_send/81
- Sanders, N., & Kearney, K., (Eds.) (2008). *Performance standards and indicators for education leaders: ISLLC-based models*. Washington, DC: Council of Chief State School Officers. Retrieved from http://www.ode.state.or.us/opportunities/grants/nclb/title_ii/a_teacherquality/isllcperformancestandards-limitedprintedition.pdf
- Skinner, K.J. (2010) *Reinventing educator evaluation: Connecting professional practice with student learning*. Boston: Massachusetts Teachers Association.
- Teacher evaluation: A conceptual framework and examples of country practices.* (2009, December). Organisation for Economic Development (OECD). Retrieved from <http://www.oecd.org/dataoecd/16/24/44568106.pdf>
- Teacher evaluation: A resource guide for National Education Association leaders and staff.* (2011). National Education Association (NEA). Retrieved from <http://www.nea.org/assets/docs/teacherevalguide2011.pdf>
- The Danielson Group <http://www.danielsongroup.org/article.aspx?page=frameworkforteaching>
Promoting Teacher Effectiveness and Professional Learning website.

APPENDIX A

TEACHER GOAL SETTING FOR STUDENT LEARNING TEMPLATE

(Example adapted from Kentucky Department of Education)

Content	Enter subject area/grade/level (i.e., remedial, collaborative, honors, AP) around which goal is written.
Context	Describe the classroom(s) and students, demographics, prior achievement, learning needs.
Data Source	Identify the category from which the goal is based (Category 1, Category 2, Category 3).
Baseline Data <input type="checkbox"/> Data Attached	Identify assessment type/source on which the teacher is basing their goal. Identify pre-assessment results. Data must be included. Check box to indicate that data is attached.
Goal Statement	Use the SMART model: S-Specific, M-Measurable, A-Appropriate, R-Realistic, and T-Time bound. The goal should represent the most important learning that takes place during the interval of instruction (semester, year-long). Goals should be ambitious but attainable. Together both goals should address all students. Goal statements must be measurable (quantitative, if possible). The goal should span the entire instructional year/interval of instruction.
Collaborative Planning	<p>Both the teacher and supervisor review goal(s) for rigor and standard alignment. Conversational in nature, utilizing guiding questions such as:</p> <ul style="list-style-type: none"> • Is the identified assessment aligned to state, local, or national association standards? • Is the goal appropriate for student needs? • Is the goal aligned to content learning objectives? • Is the data source appropriate for goal? • Are the measures of student learning and growth appropriate for goal? • Are there multiple ways for students to demonstrate performance? • How do we know the assessment is high quality? • Do the assessments demand the use of 21st century skills? • Are identified strategies appropriate to positively impact student learning goal? <p>By initialing off on each area, both the teacher and supervisor are in agreement on the established goal. The goal must be reviewed at the beginning of the instructional year/interval of instruction.</p>

<i>Educationally meaningful</i>	The goal should be educationally important and meaningful and accurately reflect student mastery of standards; both the learning and assessment must be congruent with required standards.
<i>Rationale for Goal</i>	The teacher should indicate appropriate rationale for selection of goal. Quality of evidence is appropriate for goal/data source/product.
<i>Strategies for Goal Accomplishment</i>	The teacher should indicate specific actions that he/she will engage in to accomplish the goal. These activities should be described in sufficient detail to clearly delineate the proposed activities. Proposed strategies for goal accomplishment must be research-based and appropriate for the goal.
<i>Indicators of Goal Attainment</i>	The teacher will identify objective measures or indicators of goal attainment; that is, how he/she will demonstrate that the goal has been achieved.
<i>Alignment to Content Standards</i>	Teacher identifies which state, local, and/or national standards are aligned to the goal.
<i>Collaborative Mid-Course Review/Reflection</i> <input type="checkbox"/> <i>Data Attached</i>	Review available data/evidence toward goal attainment and make necessary adjustments (e.g., training needs, resources, strategy for attaining goals). Note that although strategies for attaining goals may be adjusted, the goals should remain constant. Update/review professional growth goals or direct improvement plans if necessary. Data must be included; check box to indicate that data is attached.
<i>Student Goal Progress</i> <input type="checkbox"/> <i>Data Attached</i>	Review post data and determine students' progress toward the goal
<i>Reflection on Results</i> <input type="checkbox"/> <i>Data Attached</i>	Reflect: <ul style="list-style-type: none"> • What worked (i.e., strategies, support, resources, goals, assessment)? • What did not work? Why? • What would you do differently? Why? • How did the goal setting process impact your professional practice and/or student learning?
<i>Professional Growth Goals/Directed Improvement plans Implications</i>	How do these results impact professional growth or directed improvement plan targets? What additional training or learning is needed?