**STATE BOARD OF EDUCATION - ADMINISTRATIVE RULE SUMMARY**

**Title/OAR #:** Common Core/ Educator Effectiveness/ OAR 581-018-0300 to 581-018-0325

**Date:** January 23-24, 2014

**Staff/Office:** Theresa Richards and Kim Patterson, Office of Learning/ and Cindy Hunt/Superintendent’s Office

**[x] New Rule [ ] Amend Existing Rule**  **[ ] Repeal Rule**

**Hearing Date:** \_\_\_\_\_\_n/a\_\_\_\_\_\_\_\_\_\_\_\_\_ **[ ]  Hearings Officer Report Attached**

**Prompted by: [ ]  State law changes [ ]  Federal law changes [ ]  Other**

**Action Requested:**

**[ ]  First Reading/Second Reading [ ]  Adoption [x]  Adoption/Consent Agenda**

**PROPOSED/AMENDED RULE SUMMARY:**

These rules implement the provisions of House Bill 3233 relating to Educator Effectiveness (SB290) and common core state standards (CCSS) implementation.

**BACKGROUND:**

In 2013, under the leadership of Governor John Kitzhaber, the Oregon Education Investment Board proposed key strategic investments to support Oregon’s attainment of 40/40/20.  Key to this work is a revitalization of the education profession and the establishment of a Network of Quality Teaching and Learning. Conceptualized and passed by legislature in HB 3233, the Network provides funding for a comprehensive system of support for educators that creates a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the P-20 system.

One component of the Network is to help implement the Common Core State Standards; comply with core teaching standards; provide professional learning for teachers; create collaboration opportunities for teachers; obtain assessments and develop plans to meet school improvement objectives and educator needs and close achievement gaps.

The purpose of the Network support for Educator Effectiveness (SB290 evaluation and Common Core State Standards implementation) is to improve educator practice (teaching and leading) and increase student achievement. Combining Network support for these two strategic initiatives increases coherence and integration of policies and practices. These two initiatives are inextricably linked and call for fundamental changes in curriculum, instruction and assessment. The Common Core and new educator evaluation systems each demand professionals learn new content, new skills, and new approaches to teaching. Integrating Common Core State Standards and educator effectiveness efforts has a greater potential to improve outcomes and equity for all students.

During the 2013-15 school years, the Department will use funds to support District and ESD Professional Learning Teams to attend ODE sponsored regional professional learning conferences based on the national Standards for Professional Learning. Additional funds will be allocated to each participating school district by ADMw to support educator effectiveness (SB290) and CCSS implementation based on district identified needs. In addition, opportunities will be provided for district teams to participate in regional professional networking with the other districts to share best practices. The Department will collaborate with non-profit organizations, postsecondary institutions, and other professional learning providers to support district implementation.

**CHANGED SINCE LAST BOARD MEETING?**

[ ]  N/A; first read—hasn’t been before board

[x]  No; same as last month

[ ]  Yes – As follows: Temporary rules were adopted in September 2013.

**Fiscal Impact:**

There will also be some cost to the Department of Education to administer these funds. However, the legislature designated new positions and funding to cover these costs and other costs associated with administering HB 3233. In addition, the Department will leverage federal Title IIA funds to support professional learning opportunities.

**STAFF RECOMMENDATION**:

[x]  Adopt administrative rule at this meeting

[ ]  Adopt next month administrative rule at next meeting

[ ]  No recommendation at this time (rarely used)

**DIVISION 18**

**NETWORK FOR QUALITY TEACHING AND LEARNING**

**Educator Effectiveness (SB290) and Common Core State Standards**

**Implementation Grants**

**581-18-0300 Definitions**

The following definitions apply to 581-018-0300 TO 581-018-0325

1. “Common Core State Standards (CCSS)” means a coherent progression of learning expectations in English lan­guage arts and mathematics designed to prepare K–12 students for college and career success. CCSS were adopted by the Oregon State Board of Education in 2010.
2. “Educator Effectiveness” means expectations for educators defined by the Core Teaching Standards established in Senate Bill 290 to improve student academic growth. Teacher effectiveness is defined by the Model Core Teaching Standards and administrator effectiveness is defined by the Oregon Educational Leadership/Administrator Standards adopted by the State Board of Education in 2011.
3. “Oregon Framework for Teacher and Administrator Evaluation and Support Systems” means the state guidelines developed by the Oregon Department of Education and stakeholders that incorporates the requirements of Senate Bill 290 and the federal requirements of the Elementary and Secondary Education Act (ESEA) Flexibility Waiver for educator evaluation and support systems.
4. “Regional Peer Review Panels” means the process required in Oregon’s ESEA Flexibility Waiver in which the Department of Education will ensure that each district is fully implementing educator evaluation systems and providing feedback and support to districts.
5. “Achievement gap” means the gap in achievement that often exists between students who are economically disadvantaged, students learning English as a second language, African American, Hispanic or Native American and their peers.
6. “Network” means the Network of Quality Teaching and Learning established by chapter 661, Oregon Law 2013 (Enrolled House Bill 3233).

Stat. Auth.: Section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233)

Stat. Implemented: Section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233)

**581-018-0305 Establishment**

1. The Educator Effectiveness and CCSS Implementation Grant program is established as part of the Network for Quality Teaching and Learning.
2. The purposes of the grants are to:
3. Build each school district’s capacity to support full implementation of the Oregon Framework for Teacher and Administrator Evaluation and Support Systems and the Common Core State Standards.
4. Enhance school district leadership capacity to plan and support high quality professional learning.
5. Ensure coherence and integration of policies to improve educator practice and student learning.
6. Establish and support regional Peer Review Panels to:
7. Ensure that districts are fully implementing valid and reliable educator evaluation and support systems and CCSS including for English Learners, students with disabilities, and low-achieving students; and
8. Provide high quality feedback and support to districts.
9. Districts must present their evaluation and support system to a Peer Review Panel by July 1, 2015.

Stat. Auth.: Section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233)

Stat. Implemented: Section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233)

**581-018-0310 Eligibility**

(1) The Department of Education shall allocate funds for Educator Effectiveness and CCSS Implementation to:

(a) School districts or consortia of small districts and ESDs to support participation in regional Professional Learning Conferences sponsored by the Department.

(b) School districts that participate in the Educator Effectiveness/CCSS regional Professional Learning Conferences to support local implementation.

(c) Non-profit organizations and postsecondary institutions for the purpose of supporting implementation.

Stat. Auth.: Section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233)

Stat. Implemented: Section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233)

**581-018-0315 Criteria**

1. Each school district or a consortium of small school districts must establish a collaborative Professional Learning Team consisting of teachers and building/district administrators to support district-wide implementation of the CCSS and the Oregon Framework for Teacher and Administrator Evaluation and Support Systems. District teams must take into consideration the needs of all students in their district, including students with disabilities, English learners, and low-achieving students and closing the achievement gap.
	1. District Professional Learning Teams will:
		1. Attend Educator Effectiveness-CCSS Professional Learning Conferences provided by the Department.
		2. Facilitate an assessment of the district’s professional learning needs for implementation of Educator Effectiveness and CCSS.
		3. Facilitate professional learning within the district
		4. Serve as a liaison to the Department to disseminate information and inform policy.
2. During the 2014-15 school year, each school district shall present their educator evaluation and support system to a regional Peer Review Panel. The Department shall establish and disseminate criteria for the peer review process to school districts during the 2013-14 school year.

Stat. Auth.: Section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233)

Stat. Implemented: Section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233)

* + 1. **Grant Funding**
1. The Department shall allocate funds to school districts or consortia of small school districts to establish Professional Learning Teams as described in 581-018-0315 and provide professional learning to support implementation of Educator Effectiveness and CCSS.
2. Each school district that participates in the Educator Effectiveness-CCSS Professional Learning Conferences will be awarded a non-competitive grant based on ADMw and district needs.
3. The Department of Education shall facilitate statewide and regional networking among districts and post-secondary institutions to promote collaborative learning and sharing of best practices.
4. The Department of Education and school districts may contract with entities on the master contractor list to provide professional learning and technical assistance to support implementation in districts.
5. Each school district that participates in the Educator Effectiveness-CCSS Professional Learning Conferences will be awarded a non-competitive grant based on ADMw and district needs.
6. The Department shall facilitate statewide and regional networking among districts and post-secondary institutions to promote collaborative learning and sharing of best practices.
7. The Department and school districts may contract with entities on the master contractor list to provide professional learning and technical assistance to support implementation in districts.

Stat. Auth.: Section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233)

Stat. Implemented: Section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233)

**581-018-0325 Reporting**

1. The Department of Education shall develop district reporting requirements for allocation of funds for Educator Effectiveness and CCSS implementation as required by the Oregon Investment Board and the Network for Quality Teaching and Learning.

Stat. Auth.: Section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233)

Stat. Implemented: Section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233)