

# Educator Evaluation Guidance Summary

Over the last three years schools and districts adapted not only the delivery of instruction and support to students, but their methods for evaluating and providing feedback to educators. As the school year begins, district evaluation systems and processes should reflect a return to pre-COVID requirements, bringing Oregon back into alignment with [requirements and practices](#) that were interrupted or paused during the pandemic.

Educator evaluation strengthens, supports, and enhances professional growth opportunities for teachers and administrators based on individual strengths and needs, with the ultimate goal of improving student learning. [OAR 581-022-2410](#) describes the requirements for teacher and administrator evaluation and support in Oregon. The following requirements associated with Educator Effectiveness, as outlined in statute and rule, should guide districts in their planning for evaluations.

- **All districts should follow evaluation cycles described in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems.**
  - All contracted educators should receive a summative evaluation at least every two years.
  - [ORS 342.850](#) requires probationary teachers to be **evaluated annually** and that evaluations be *"...based upon at least two observations and other relevant information developed by the district."*
- **All educators set two Student Learning and Growth (SLG) Goals, and one Professional Growth Goal.**
  - Teachers should set at least one SLG goal based on relevant instructional or content area standards. For those teachers who do not provide instruction in academic content areas goals should reflect the standards to which they instruct.
  - Administrators responsible for student learning should set at least one academic goal. All other administrators should set goals related to their area of leadership and the accompanying standards.
  - The content of the second goal can reflect non-academic goals for students. This can include goals focused on student engagement and/or social, emotional and behavioral health.
  - Professional goals should be based on the standards of professional practice described in the district's rubric.
- **All educators, regardless of grade and subject, may use measures that are state-wide, district-wide, school-wide or nationally recognized to measure student growth.**
  - ODE encourages the use of interim and classroom-based tests as measures for SLG goals. While statewide summative assessments can serve as a corroborative measure (e.g., do the state results align with what local measures are showing), **they should not be used as the sole source of evidence for SLG goals.**

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- **Use multiple measures of data.** Summative evaluations must take into account the data gathered from multiple measures:
  - professional practice,
  - professional responsibilities, and
  - goals that impact student learning and growth.

However, it is the responsibility of individual districts to determine the degree to which the data collected in these three areas is considered in the educator’s summative evaluation.

- **Meet with educators to provide feedback.** This includes conducting self-assessments, setting goals and reviewing educator progress.
- **Submit summative ratings to ODE.** Districts are required to evaluate and submit summative evaluation results within the [Principal and Teacher Evaluation Data Collection](#). The summative rating must reflect the educator’s performance relative to the standards for professional practice and responsibility described in the district’s four point evaluation rubric.
  - Districts may include data collected as part of Student Learning and Growth goals in calculating the summative rating, but it is not required.

## Contacts

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