

COVID-19 continues to impact Oregon’s educational systems in ways that are difficult to predict, with effects ODE will continually seek to understand alongside schools, educators, and their communities. ODE is committed to helping districts in their efforts to provide essential support and feedback to educators. 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.

## Requirements

[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 for the 2022-23 school year.

- **All districts should resume standard evaluation cycles.** Last fall ODE revised the [Oregon Framework for Teacher and Administrator Evaluation and Support Systems](#) allowing districts to amend evaluation cycles for the 2021-22 school year. Districts that opted for this flexibility should resume standard evaluation cycles in 2022-23, ensuring that all educators receive a summative evaluation by the end of the 2023-24 school year.
  - [ORS 342.850](#) requires that probationary teachers are 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.**
  - ODE recommends that one of the two goals center on student engagement and/or social, emotional and behavioral health.
  - Teachers should **set at least one SLG goal based on relevant instructional or content area standards.**
  - 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.
  - Consider setting a “well-being” goal as an alternative to professional growth goals for teachers and administrators.
- **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 school leaders to use formative, interim, and classroom-based assessments. **ODE is recommending that Oregon’s Statewide Summative Tests results not be used as a goal setting measure.**

- **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, even if these data are incomplete, given the flexibility some districts may have employed.** Districts are required to evaluate and submit summative evaluation results within the Principal and Teacher Evaluation Data Collection for SY 2021-22. 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. **There will be no penalty for districts with incomplete data; however, the report must still be submitted through the data collection which opens on September 22nd and closes November 18th.**
  - Districts may include data collected as part of Student Learning and Growth goals in calculating the summative rating, but it is not required.

## Recommendations

Educator Effectiveness should provide meaningful feedback that enables educators to continually grow as professionals. ODE offers the following recommendations for the 2022-23 school year:

- **Communicate.** Ensure educators understand what the process will (and will not) include, and how the information will be used to support future professional growth opportunities.
- **Prioritize standards used for evaluation.** Consider identifying the most meaningful standards for evaluation. Which standards:
  - will help educators build and strengthen their skills for addressing students’ academic strengths and needs?
  - focus on engagement, communication and building connections with students and families?

## Contacts

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