

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. During these challenging times educators are being asked to adapt their instructional and leadership practices to respond to changing settings and needs. ODE is committed to helping districts in their efforts to provide the support and feedback educators need to be successful in the dynamic and unpredictable learning environment of the upcoming school year.

The primary purpose of educator evaluation is to strengthen support and professional growth opportunities for teachers and administrators based on their individual needs, as well as strengthen the knowledge, dispositions, performances and practices of those educators to improve student learning. The guidance that follows is designed to reflect these values.

Guiding Principles

[OAR 581-022-2410](#) describes the requirements for teacher and administrator evaluation and support in Oregon. While the requirements in this rule remain in effect for the 2020-21 school year, ODE encourages districts to consider the following guiding principles as they adjust their approach to educator evaluation and support:

- **Ensure safety and wellness.** Educators, like their students, are experiencing intense levels of stress and anxiety as they enter this school year. Adjustments to evaluation that build trust and emphasize collaboration can promote staff wellness, reduce burnout and help teachers and administrators support student well-being.
- **Cultivate connection and relationship.** Take a formative rather than summative stance regarding evaluation to create space for collaboration between educators and evaluators. Help educators connect to resources as well as one another as they navigate a school year that will be like no other.
- **Center equity.** Keep in mind the disproportionate harm and impact COVID-19 has caused for certain communities. Consider prioritizing standards of professional practice that help educators center equity in their classrooms and the students they serve.
- **Innovate.** Evaluation practices will have to look different in these times of transitional instructional models. Rather than trying to replicate current evaluation practices in a shifting environment, take this opportunity to think creatively.



REQUIRED

The following requirements associated with Educator Effectiveness, as outlined in statute and rule, remain in place for the 2020-21 school year.

- **Probationary teachers must be evaluated, as required by state law.**
 - [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 Goals, and one Professional Growth Goal.**
 - For the 2020-21 SY ODE is offering flexibility on the content of SLG goals. Goals for both teachers and administrators can emphasize engagement and social, emotional and behavioral health rather than purely academic measures.
- **Complete educator observations, feedback and evidence collection in support of professional practices throughout the school year** taking into account data gathered from multiple measures: professional practice, professional responsibilities, and goals that impact student learning and growth.
- **Hold end of year conferences with educators to discuss progress.** Districts are required to evaluate educators who are “on cycle” for the 2020-21 school year. This includes conducting self-assessments, setting goals and reviewing educator progress.
 - In keeping with its commitment to the primary purpose of evaluation, **ODE will not require the submission of final effectiveness ratings within the Principal and Teacher Evaluation Data Collection for 2019-20 and 2020-21.** However, the data collection will open as scheduled in September, for school districts that wish to submit data.



GUIDANCE

Aligned with the primary goal of Educator Effectiveness to provide meaningful feedback that enables educators to continually grow as professionals, the following recommendations are offered for the 2020-21 school year.

- **Collaborate and communicate.** Ensure that any changes to evaluation processes are the result of collaboration between teachers, administrators and local bargaining units. Ensure educators understand what the process will (and will not) include, and how the information will be used to support future professional growth opportunities.
- **Take a formative stance.** As Charlotte Danielson notes in [The Framework for Remote Teaching](#), “Teachers need support, not scores.” What leads to growth is self-assessment, reflection on practice, and professional conversation. Understanding that during a year when the mode of teaching and leading may change quickly and multiple times, a formative stance will be most useful.
- **Focus on fewer standards.** Prioritize standards used for evaluation. Consider identifying the most meaningful standards for evaluation given the current circumstances. Which standards:
 - Will help educators build and strengthen their skills for delivering effective instructional practices in remote/online learning environments?
 - Focus on engagement, communication and building connection with students and families?
 - Will allow for data collection across instructional models?
- **Emphasize engagement.** Educator engagement - with students, families and colleagues - has taken on new urgency and will require increased effort this year. Consider adjustments in observation, self-reflection and goal setting that allow for demonstration and strengthening of engagement practices.

- **Align and innovate.** Explore the [National Standards for Quality Online Learning \(NSQOL\)](#), and consider cross-walking of the NSQOL with the district standards of educator practice.
- **Adjust and expand evidence collection techniques.** Recognize that the opportunities for providing and substantiating evidence in the usual ways may be restricted.
 - Record (asynchronous) video lessons to afford more flexibility for evaluators and decrease pressure for the educator;
 - Schedule observations of synchronous lessons and provide follow-up feedback;
 - Consider how participation in and engagement with required professional learning can be used to provide evidence of practice;
 - Encourage teachers to identify artifacts from lessons and communication with students and families as evidence of their practice.

Additional Resources

- [The Framework for Remote Teaching](#) (The Danielson Group)
- [Certificated Employee Evaluation Handbook - Revised for Distance Learning](#) (San Luis Costal Unified School District)
- [National Standards for Quality Online Learning](#) (Quality Matters and Virtual Learning Leadership Alliance)
- [Instructional Strategies for Virtual Learning](#) (National Institute for Excellence in Teaching)
- [Oregon Framework for Teacher and Administrator Evaluation and Support Systems](#) (ODE)

Contacts

Tim Boyd, Director of District and School Effectiveness - tim.boyd@state.or.us

Sarah Martin, Education Specialist – sarah.martin@state.or.us

Brian Putnam, Education Specialist – brian.putnam@state.or.us

Resources from Washington’s Office of Superintendent of Public Instruction and the Colorado Department of Education informed this guidance.