

Guidance for Educator Evaluations

In June 2017 the state Board of Education adopted revisions to OAR 581-022-2410, which describes the requirements for teacher and administrator evaluation and support. These revisions were informed by recommendations provided by the [ESSA Educator Effectiveness Work Group](#). The Oregon Framework for Teacher and Administrator Evaluation and Support, as well as the Student Learning and Growth goal setting guidance have been revised to reflect these changes.

The guidance below is provided to aid districts in their planning for evaluations*:

- **All educators must set two Student Learning and Growth (SLG) goals.**
 - For those teachers who provide instruction in academic content areas, at least one of the two goals set must reflect the standards of the content area they teach.
 - For those teachers who do not provide instruction in academic content areas, goals should reflect the standards to which they instruct.
 - All 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 [Quality Review Checklist](#) should be used for goal setting.**
- **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.**
 - The use of statewide assessments as a measure of SLG goals is optional.
- **The summative evaluation must take in to 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.
- **Summative ratings reported to ODE as part of the Principal and Teacher Evaluation Data Collection 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.

**See pp. 18 – 19, 22 -23 and p. 27 of the Oregon Framework for more detail*

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