

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. As districts grapple with the ongoing impacts of COVID-19 on their schools and communities, 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.

As outlined in the [Oregon Framework for Teacher and Administrator Evaluation and Support Systems](#) educator evaluations are required to take into account data gathered from multiple measures: professional practice, professional responsibilities, and goals that impact student learning and growth. On September 4th, 2020 ODE provided [general guidance to districts regarding the requirements for educator evaluation for the 2020-21 school year](#). This companion document is designed to provide additional guidance regarding setting and measuring Student Learning and Growth (SLG) Goals.

ODE wishes to explicitly acknowledge the Oregon Education Association for serving as a key partner and consultant on educator evaluation in Oregon in general, and on this document in particular.

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.

Student Learning and Growth Goal Requirements

SLG goals are detailed, measurable goals for student learning and growth developed collaboratively by educators and their evaluators. They are based on student learning needs identified by a review of students' baseline skills. SLG goals are aligned to standards and clearly describe specific learning targets students are expected to meet. Goals are rigorous, yet attainable.

The key driver of SLG goals is that they **focus on student needs**. Due to the COVID-19 pandemic and the fact that many Oregon districts are beginning the school year under Comprehensive Distance Learning, student needs will look different this year than ever before. While educators are still required to set two SLG goals, for the 2020-21 SY ODE is offering the following flexibility on the content of those goals:

Teachers may focus SLG goals on: 1) social and emotional learning for students, 2) student engagement, and/or 3) family engagement. Academic goals may be considered with mutual agreement.

Administrators, in addition to the areas listed above, may also focus SLG goals on: 1) the re-opening of schools, 2) supporting the health and safety and social and emotional well-being of staff and students, 3) supporting remote and distance teaching and learning, and/or 4) ensuring equity for the most vulnerable students and their families.

Regardless of their focus, all goals should still include the 8 required goal components:

- Content Standards/Skills
- Assessment
- Context/Students
- Baseline Data
- SLG Targets
- Rationale
- Strategies
- Professional Learning

Measures for goals should allow educators to provide realistic evidence of their practice and impact on students, and should be mutually agreed upon between the educator and evaluator during the goal setting process.

Social Emotional Learning

Many districts in Oregon include social emotional learning as part of their curriculum. As defined by the [Collaborative for Social, Academic and Emotional Learning](#), Social and Emotional Learning (SEL) is “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” SEL generally includes five key competencies:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

SEL competencies are similar to, but distinct from academic content standards. They are similar in that they identify specific knowledge and skills for students across grade bands, however, the focus is on skills for life effectiveness rather than subject area knowledge. Social and emotional competencies are about self-development, related to academic achievement, enabling students to develop the skills they need to be successful in school, career, and life. Research has shown that when students are supported to enhance their social and emotional learning skills, they also improve their academic outcomes.

Student Engagement

While there is no single definition of “student engagement”, the Glossary of Education Reform defines it as “the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.” Student engagement includes three domains:

- **Behavioral engagement** - Actively participating in learning, including self-regulatory behaviors
- **Emotional engagement** - Wanting to learn, sense of belonging within learning community
- **Educational engagement** - Understanding the importance of learning, desire to learn

Numerous research studies have shown that increased student engagement leads to better academic outcomes, increased persistence through academic struggles and lower dropout rates, as well as an increased sense of belonging.

Family Engagement

Family engagement focuses on the importance of positive, interactive relationships between educators and families with the goal of sharing responsibility for helping children learn. This differs from **family involvement** in which families participate in school events or activities and teachers provide learning resources and information about student progress.

Some strategies* to consider in making family engagement meaningful and effective include:

- Welcoming families into the classroom and learning process (virtual or in-person) early in the school year;
- Using a range of methods, including email, phone calls, letters, open-office hours and formal meetings to maintain ongoing, positive, two-way communication with families; differentiating communication strategies to adapt to family needs and preferences;
- Seeking expertise from the family on student strengths and areas for growth;
- Learning about students’ home cultures and communities;
- Regularly sharing student data in ways that are accessible for families;
- Assisting families’ ability to support student learning at home by sharing goals and standards, and by providing at-home strategies that align with instructional practice and learning standards.

**Adapted from Supporting SMART Goals with Family and Student Engagement, Boston Public Schools.*

Implications for Goal Setting

When setting goals this year, recognizing the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty will be critical. Communities and families are strong and resilient while facing intense adversity. Taking into consideration the unique contexts and barriers faced by these students and their families, as well as recognizing, centering, and supporting their strengths will be key to setting relevant and attainable goals.

While academic goals are expected to align to the state adopted content standards, educators are expected to use their professional judgement in identifying standards related to engagement and social-emotional learning. Standards should be evidence-based and can be above and beyond state or district adopted standards. In this spirit, ODE offers the following suggestions related to the first two goal components – Standards and Assessment.

Standards/Skills: Demonstrate the skills to set, monitor, adapt, achieve and evaluate goals *

Possible Assessments:

- Pre and post student self-assessments
- Student/teacher goal setting conferences and forms
- End of reporting period interviews

Target: 100% of students will show growth on a personal or academic goal each reporting period as measured by a self-assessment. *(SEL self-assessment example included in Resources)*

*Oakland Unified SD SEL Standards (Standard 2B)

Social Emotional Learning Goals

- **Standards/Skills** - Educators can consider using SEL competencies as the knowledge and skills to be measured. The Resources section of this document includes examples of SEL competencies which districts may find helpful.
- **Assessment** - Measures for SEL goals could include student surveys and interviews (more suitable for competencies related to intrapersonal awareness), as well as performance-based assessments and observations and/or rubric assessment of group projects (more suitable for competencies related to interpersonal skills).

Family Engagement

- **Standards/Skills** - When developing family engagement goals educators might consider replacing content standards with the [Standards for Family-School Partnerships](#) created by the National PTA.
- **Assessment** – Measures for family engagement goals could include data on family participation in opportunities for collaboration and communication and/or responses to surveys, interviews and other perception data.

Standards/Skills: Families and school staff engage in regular, two-way, meaningful communication about student learning.*

Possible Assessments:

- Attendance at quarterly family conferences
- Quarterly parent feedback (survey responses) on CDL experiences
- Weekly teacher communications

Target: The percentage of families who provide feedback as measured by survey responses increases by at least 10% each quarter.

*Standards for Family-School Partnerships (Standard 2)

Student Engagement

- **Standards/Skills** - When developing student engagement goals educators can consider looking to the professional practice standards within their district evaluation and support system that focus on student engagement (e.g.; Danielson Framework 2a, 3c).
- **Assessment** - While schools are in Comprehensive Distance Learning (CDL) active participation will likely be the easiest to measure. The brief ["Improving Student Engagement and Attendance During COVID-19 School Closures"](#) offers potential approaches to measuring student engagement goals based on the approach of four districts to measuring active participation during last spring's virtual setting including:
 - Time on online platform
 - Number of login sessions per week
 - Timeliness of assignment submission

Considerations for Administrator Goals

The school's Operational Blueprint can serve as a valuable resource for developing administrator goals. Indicators within each section of the Blueprint (e.g.; 2b Attendance, 6b Communication) can be used as the standard for each goal. With this in mind, some Blueprint areas to consider could include:

- **1a – Communicable Disease Management Plan** and maintenance of daily cohort logs
- **2a – Enrollment** and contact with families of non-attending students
- **2b – Attendance** monitoring and communication with families
- **4 – Equity-focused outreach** and engagement with families
- **5a and c – Instructional time** and implementation of teacher facilitated vs. applied learning and student access to office hours/feedback
- **5g – Graduation** and ensuring Personal Education Plans and Profiles are in place
- **6b – Communication** of plans and changes, particularly to non-English speaking families
- **7a – Mental Health Planning** and regular check-ins with students, staff and families in need
- **8c – Professional Learning** related to instructional model, culturally sustaining instruction and trauma-informed practice

Standards/Skills: Learning experiences engage students intellectually, requiring them to think and collaborate.*

Possible Assessments:

- Polls/quizzes during synchronous instruction
- Attendance at virtual office hours
- Responses to questions via chat

Target: Each student's participation rate on small and whole group virtual chats increases by 10% over the length of the course, as measured by chat participation data.

Standards/Skills: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities. *

Possible Assessments:

- Student surveys and self-assessments
- Interviews

Target: 100% of students show growth (or stay at "strongly agree" level) in their answers to questions about their feelings of belonging as measured by a student survey about classroom climate.

*The Danielson Framework for Remote Teaching (3c and 2a)

Resources

In addition to the resources listed below, districts may wish to consult [The Oregon Framework for Teacher and Administrator Evaluation and Support Systems](#), [Guidance for Setting Student Learning and Growth Goals](#), and [Ready Schools, Safe Learners](#) for additional guidance.

Social Emotional Learning

- [Collaborative for Social, Academic and Emotional Learning](#) (CASEL)
- [SEL Definition and Standards](#) (Oakland Unified School District)
- [Sample Scope and Sequence of SEL Goals](#) (Ohio Department of Education)
- [Choosing and Using SEL Competency Assessments](#) (RAND Corporation and CASEL)
- [Measuring Social-Emotional Growth Locally](#) (Kansas Department of Education)
- [Educator SEL Self-Care During Distance Education](#) (TruEd Consulting, LLC, adapted from CASEL)
- [How to Teach Social Emotional Learning When Students Aren't in School](#) (Education Week)
- [Building SEL Skills Through Formative Assessment](#) (Robert Marzano)
- [Social Emotional Development Self-Assessment](#) (Edutopia)
- [Navigating SEL from the Inside Out](#) (Wallace Foundation)

Student Engagement

- [Improving Student Engagement and Attendance During COVID-19 School Closures](#) (IPR and AIR)
- [National Association for Family, School and Community Engagement](#) (NAFSCE)
- [Supporting SMART Goals with Family and Student Engagement](#) (Boston Public Schools)
- [The Remote Framework for Teaching](#) (Danielson Group)
- [7 Ways to Spark Engagement](#) and [Student Engagement Resource Roundup](#) (Edutopia)
- [How to Keep Kids Engaged in Class](#) (Edutopia)
- [Tips from The Highly Engaged Classroom](#) (Marzano)

Family Engagement

- [National Standards for Family-School Partnerships](#) (National PTA)
- [Family Engagement Matters](#) and [Classroom Family Engagement Rubric](#) (Flamboyant Foundation)
- [Family Engagement: A Guide to Tools, Strategies and Resources](#) (ExpandedED Schools)
- [Oregon Department of Education Family Engagement web page](#) (ODE)

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