

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 adapting their instructional and leadership practices to respond to changing settings and needs. 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. The following guidance reflects 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 2021-22 school year, ODE encourages districts to consider the following guiding principles adapted from the [Ready Schools, Safe Learners Resiliency Framework](#):

- **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.
- **Center well-being.** Acknowledge the physical and mental health impacts of this past year, make space for reflection and connection, and center evaluation practices on strengthening professional growth.
- **Cultivate connection and relationship.** Take a collaborative stance regarding evaluation to create space for partnership 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.
- **Prioritize equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness. Prioritize standards of professional practice that help educators center equity in their classrooms and the students they serve.
- **Innovate.** Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

Requirements

The following requirements associated with Educator Effectiveness, as outlined in statute and rule, remain in place for the 2021-22 school year.

- **Adjustments to evaluation systems must be the result of collaboration.**
 - As required by statute and rule, any changes to district systems of educator evaluation and support must be the result of collaboration between teachers, administrators and local bargaining units (ORS 342.850(2)(a); SB 290; and OAR 581-022-2410).
- **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.**
 - ODE recommends that one of the two goals center on student engagement and/or social, emotional and behavioral health.
 - With the shift back to full-time in-person learning, 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.
 - Given that statewide assessments were not administered consistently across the state during COVID, **ODE is recommending that Smarter Balanced Assessment results not be used as a goal setting measure during the 2021-22 school year.**
 - Consider "well-being" goals as an alternative to professional growth goals for teachers and administrators.
- **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 2021-22 school year. This includes conducting self-assessments, setting goals and reviewing educator progress.
 - **ODE will not require the submission of summative ratings within the Principal and Teacher Evaluation Data Collection for SY 2020-21.** The data collection will open as scheduled in September 2021 for school districts that have summative evaluation data and wish to submit.

- ODE **will** require the submission of summative ratings within the Principal and Teacher Evaluation Data Collection for SY 2021-22. These data will be submitted in September 2022.

Recommendations

Educator Effectiveness should provide meaningful feedback that enables educators to continually grow as professionals. ODE offers the following recommendations for the 2021-22 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.
- **Emphasize growth.** 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.
- **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 instruction in post-pandemic or pandemic-impacted learning environments?
 - Focus on engagement, communication and building connection with students and families?
- **Encourage engagement.** Educator engagement - with students, families and colleagues - has taken on new urgency as the result of the pandemic. Consider adjustments in observation, self-reflection and goal setting that allow for demonstration and strengthening of engagement practices.

Additional Resources

- [The Framework for Remote Teaching](#) (The Danielson Group)
- [Certificated Employee Evaluation Handbook for Distance Learning](#) (San Luis Costal Unified SD)
- [National Standards for Quality Online Learning](#) (Quality Matters/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)
- [Educator Evaluation Guidance for 2021-22: SLG Goals](#) (ODE)
- [Cycle of Evaluation in a Virtual Environment](#) (ODE)

Contacts

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