

# Preparing for the Charter School Evaluation System Work Sessions



HB 2186, which was passed in the 2015 legislative session, requires charter schools to develop and implement evaluation systems aligned to the [Oregon Framework for Teacher and Administrator Evaluation and Support Systems](#). The 2015-16 school year is considered a design year for this work. The Oregon Department of Education (ODE) is offering full day work sessions in four locations around the state to support charter schools as they begin this process.

**In order to make effective use of the time provided at the work sessions, charter schools should complete the following four steps prior to attending their selected session:**

## 1. Identify a collaborative design team

*As outlined in SB 290 districts and charter schools "...are required to develop or modify their evaluation systems in collaboration with administrators, teachers, and their exclusive bargaining representatives (ORS 342.850(2)(a); SB 290; and OAR 581-022-1723). A collaborative process involving teachers and administrators will result in meaningful evaluations and a stronger evaluation system."* (Oregon Framework, p.2)

Charter schools must include at minimum one administrator and one teacher on this team. Including a board member, union or collective bargaining personnel and any other key stakeholders is strongly encouraged. This team will complete the remaining three steps prior to the January work session.

## 2. Become familiar with the [Oregon Framework for Teacher and Principal Evaluation and Support Systems](#)

Rather than starting from scratch, collaborative design teams should examine their current evaluation system and tools to determine what they already have in place that aligns with the Oregon Framework. Team members should review the Oregon Framework to learn about the five required elements that establish the parameters for all local evaluation and support systems.

Using the [Process Tool for Designing Evaluation and Support Systems](#), the collaborative team will examine their existing system as it relates to the five requirements.

**1. Standards of Professional Practice.** The state adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards define what teachers and administrators should know and be able to do to ensure that every student is ready for college, careers and engaged citizenship in today's world.

**2. Differentiated (4) Performance Levels.** Teacher and administrator performance on the standards of professional practice are measured on four performance levels.

**3. Multiple Measures.** Multiple sources of data are used to measure teacher and administrator performance on the standards of professional practice. Evaluators look at evidence from three categories: professional practice, professional responsibilities, and student learning and growth.

**4. Evaluation and Professional Growth Cycle.** Teachers and administrators are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment and summative evaluation. The Oregon Matrix is used to combine multiple measures for the summative evaluation to determine an overall performance level and professional growth plan.

**5. Aligned Professional Learning.** Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's or administrator's evaluation and his/her need for professional growth.

### 3. Conduct research

Once the collaborative team has completed the Process Tool and identified the areas in which the current system aligns to the Oregon Framework and the gaps that remain to be filled, it should examine the options for evaluation rubrics more closely. All charter school evaluation systems must include rubrics that are aligned to the [performance levels described in the Framework](#), (Framework, p.16) and Level 3 must represent a proficient educator. They must also be aligned to the Oregon Model Core Teaching Standards.

ODE and a stakeholder workgroup conducted a review and crosswalk of rubrics and identified four aligned to the [Model Core Teaching Standards](#) (InTASC) that are called "[Recommended Rubrics](#)". When considering which rubric to use, ODE suggests that charter schools consider the following:

- a. Which ODE recommended rubric(s) align with your school's vision and goals?
- b. What is the rubric in place in your sponsoring district? Using the same rubric as the district will allow charter schools to access tools and supports already in place rather than having to create their own.

Schools are not required to use one of the recommended rubrics. **However, schools that choose to use a different rubric [must conduct and submit a gap-analysis](#) to ODE to provide evidence of strong alignment to the standards.**

### 4. Make a preliminary decision about a rubric

Once the collaborative team has reviewed the options for rubrics, they will need to make a preliminary decision about whether to augment their current rubric/evaluation system or adopt one of the four recommended rubrics.