*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***](https://www.oregon.gov/ode/educator-resources/educator_effectiveness/Documents/oregon-framework--for-eval-and-support-systems.pdf)*. The Oregon Department of Education (ODE) has provided this process tool to assist charter schools as they examine their current evaluation systems in light of the requirements described in the Oregon Framework.*

***\*\*Charter school teams should bring this completed tool to the January work session they attend. \*\****

**Requirement 1: Standards for 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. Schools are required to build their evaluation and support systems using these adopted standards.

1. Does our current evaluation system reflect the Oregon Model Core Teaching Standards?

YES NO

1. If yes, what process was used to accomplish this?

**Requirement 2: Differentiated Performance Levels**

Oregon’s evaluation framework uses a rating scale based on four performance levels: Level 1 (lowest) to Level 4 (highest). All charter school evaluation systems must include a rubric that is aligned to the [performance levels described in the Framework,](https://www.oregon.gov/ode/educator-resources/educator_effectiveness/Documents/oregon-framework--for-eval-and-support-systems.pdf) (Framework, p.16) and Level 3 must represent a proficient educator.

1. Does our current evaluation system include a rubric?

YES NO

1. If yes, is our current rubric aligned to the Model Core Teaching Standards?

YES NO

1. Does the rubric include four levels of performance?

YES NO

1. Are the levels of performance aligned to those described in the Framework?

YES NO

HOW ARE WE ALIGNED TO THE REQUIREMENTS FOR DIFFERENTIATED PERFORMANCE LEVELS?

ANY IDENTIFIED GAPS?

**Requirement 3: Multiple Measures**

To provide a balanced view of performance, evaluations must include evidence from the following three categories: [(A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth](https://www.oregon.gov/ode/educator-resources/educator_effectiveness/Documents/oregon-framework--for-eval-and-support-systems.pdf) (Framework, p.17).

1. Does our current evaluation system include at least 2 pieces of evidence for measuring Professional Practice?

YES NO

1. Does our current evaluation system include at least 2 pieces of evidence for measuring Professional Responsibility?

YES NO

1. Do we have goal setting practices and procedures in place for teachers in relationship to student learning and growth (measuring student progress across two or more points in time)?

YES NO

1. Do we have goal setting practices and procedures in place for teachers in relationship to professional practice?

YES NO

HOW ARE WE ALIGNEDTO THE REQUIREMENT FOR MULTIPLE MEASURES?

ANY IDENTIFIED GAPS?

**Requirement 4: Evaluation and Professional Growth Cycle**

Evaluation systems are based on a cycle of continuous professional growth and learning that includes the following processes: [Self-Reflection, Goal Setting, Observation/Collection of Evidence, Formative Assessment/Evaluation, Summative Evaluation](https://www.oregon.gov/ode/educator-resources/educator_effectiveness/Documents/oregon-framework--for-eval-and-support-systems.pdf) (Framework, p.27).

1. Does our current evaluation system include opportunities for:

Self – reflection? YES NO

Goal Setting? YES NO

Observations (at least 2)? YES NO

Formative Assessment/Feedback? YES NO

Summative Evaluation? YES NO

HOW ARE WE ALIGNED TO THE REQUIREMENTS FOR A PROFESSIONAL GROWTH CYCLE ?

ANY IDENTIFIED GAPS?

**Requirement 5: Aligned Professional Learning**

Aligned evaluation systems inform educators of strengths and weaknesses and provide opportunities to make informed decisions regarding individual professional growth. All evaluation systems providehigh quality professional learning that is sustained, focused and relevant to the educator’s goals and needs.

1. Does our current system use evaluation data to inform decisions about what professional development is provided at the individual teacher level?

YES NO

1. Do we coordinate the resources we have (time, money, personnel) to provide professional development that is ongoing and sustained rather than fragmented?

YES NO

HOW ARE WE ALIGNED ?

ANY IDENTIFIED GAPS?