**Some School**

**Teacher Evaluation Support System**

Date 2016

Some Charter School

Address

City, OR zip

Website

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# Introduction

## School Philosophy

## Purpose of Evaluation System

## Background

Context for evaluation system, suggestions include:

* Development process
* Committee Members
* How it relates to previous system

# Overview

Add any narrative about the specifics of evaluation system

## Required Elements in Teacher Evaluation and Support Systems

1. **Standards of Professional Practice.** The state adopted Model Core Teaching Standards define what teachers 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 performance on the standards of professional practice are measured on four performance levels. ODE will provide districts approved research-based rubrics aligned to the state adopted standards.
3. **Multiple Measures**. Multiple sources of data are used to measure teacher 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 are evaluated on a regular cycle of continuous improvement that includes self -reflection, goal setting, observations, formative assessment and summative evaluation.
5. **Aligned Professional Learning**. Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher’s evaluation and his/her need for professional growth.

# Teacher Evaluation System

## Standards of Professional Practice

Insert information, may include:

* Board policy
* The standards
* Additional information

***Potential language excerpted from*** [***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 Model Core Teaching Standards outline what teachers should know and be able to do to help all students improve, grow and learn. The standards outline the common principles and foundations of teaching practice necessary to improve student learning that encompass all subject areas and grade levels.*

*Oregon legislation (SB 290) called for the adoption of teaching and administrator standards to be included in all evaluations of teachers and administrators in the school district. The State Board of Education adopted the Model Core Teaching Standards (581-022-1724) and Educational Leadership/Administrator Standards (581-022-1725) in December 2011 and requirements for district evaluation systems (581-022-1723). HB 2186 passed in the 2015 legislative session provides that core teaching standards apply to public charter schools, meaning all SB 290 educator effectiveness requirements apply to public charter schools.*

*Both the Model Core Teaching Standards and Educational Leadership standards build on national standards, are research based, utilize best practices, and were developed with a wide variety of stakeholders over the course of several years. Districts are required to build their evaluation and support systems using these adopted standards.*

*The Model Core Teaching Standards include:*

***(A) The Learner and Learning***

***Standard # 1: Learner Development***

*The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

***Standard #2: Learning Differences***

*The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

***Standard #3: Learning Environments***

*The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

***(B) Content***

***Standard # 4: Content Knowledge***

*The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.*

***Standard # 5: Application of Content***

*The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

***(C) Instructional Practice***

***Standard # 6: Assessment***

*The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.*

***Standard #7: Planning for Instruction***

*The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

***Standard #8: Instructional Strategies***

*The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

***(D) Professional Responsibility***

***Standard #9: Professional Learning and Ethical Practice***

*The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

***Standard # 10: Leadership and Collaboration***

*The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

## Differentiated Performance Levels

*Introductory narrative about this section*

Insert information, may include:

* Description of levels
* Relationship of levels to Plans of Assistance
* Process for developing rubric
* Gap analysis process (if applicable)
* Board process for adopting rubrics
* Explanation of how to use rubrics
* Training plan for new educators

***Potential language excerpted from [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)***

*Rubrics are designed with differentiated performance levels and performance descriptors. Performance descriptors are observable and measurable statements of educator actions and behaviors that serve as the basis for identifying the level of teaching or administrative performance. They contain descriptors at each performance level illustrating the types of performance expected at a given level under a given standard of practice. Research indicates that using a rubric with four levels and clear descriptors will result in a more objective rating of performance. Descriptors can be used to guide individuals toward improving their practice at the next performance level.*

*Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall.*

*Oregon’s evaluation framework uses a rating scale based on four performance levels: Level 1 (lowest) to Level 4 (highest). All district evaluation systems must include rubrics that use the four levels of performance identified in the Framework. Districts have the flexibility to name the levels, for example ineffective, emerging, effective, and highly effective. Regardless of the terms used, they must be aligned to the* [*performance levels described in the Framework,*](http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/oregon-framework--for-eval-and-support-systems.pdf#page=17) *and Level 3 must represent a proficient educator.*

***Level 1:*** *Does not meet standards; performs below the expectations for satisfactory performance under an identified standard; requires direct intervention and support to improve practice.*

***Level 2:*** *Making sufficient progress toward meeting this standard; meets expectations for satisfactory performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth.*

***Level 3:*** *Consistently meets expectations for satisfactory performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning.*

***Level 4:*** *Consistently exceeds expectations for satisfactory performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities.*

## Teacher Evaluation Rubric (Insert rubric here)

## Multiple Measures

Introductory narrative about this section

Insert information, may include:

* Process for developing evidence
* Examples of evidence for artifact collection
* Graphics
* Explanation of forms/tools developed
* Training plan for new educators

***Potential language excerpted from*** [***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)

*A comprehensive evaluation system must include a variety of evidence-based measures to evaluate teacher performance and effectiveness, based on standards of professional practice. Multiple measures provide a more comprehensive view of the educator’s practice and contribution to student growth. Multiple measures provide multiple data sources. Due to the complex nature of teaching, a single measure does not provide sufficient evidence to evaluate performance. When combined, multiple measures provide a body of evidence that informs the educator’s evaluation resulting in a more accurate and valid judgment about performance and professional growth needs.*

***NOTE: Examples included under each category below are not all inclusive.***

### Professional Practice

Narrative explaining this section

***Professional Practice:*** *Evidence of the quality of teachers’ planning, delivery of instruction, and assessment of student learning.*

1. *Classroom Observation (minimum of 2)*

* *Evaluator’s observation, documentation and feedback on a teacher’s instructional practices; both formal and informal*

1. *Examination of Artifacts of Teaching*

* *Examples: Lesson plans, curriculum design, scope and sequence, student assignments, student work*

### Professional Responsibilities

Narrative explaining this section

***Professional Responsibilities:*** *Evidence of teachers’ progress toward their own professional goals and contribution to school-wide goals.*

* *Examples: Teacher reflections, self-reports, data analysis, professional goal setting, student growth goal setting, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, record keeping, portfolios, building level leadership (committees, demonstration classrooms)*

### Student Learning and Growth

Narrative explaining this section

*The italic text below is guidance from* [*Guidance for Setting Student Learning and Growth Goals*](https://www.oregon.gov/ode/educator-resources/educator_effectiveness/Documents/slgg-guidance.docx)

*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.*

*SLG goals are growth goals, not achievement goals. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on how students’ are performing at the start of the course/class. SLG goals define which students and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period, and why a specific level of growth has been set for students.*

*Teachers are required to set two SLG goals.* ***Between these two goals*** *all students in a class or course must be included. The content of the goals and the students included will vary, based on the teacher’s role and responsibilities. However, in all cases goals are determined based on the teacher’s review of data.*

***Teachers in tested grades and subjects:*** *As a requirement of the ESEA Waiver, teachers who teach in tested grades and subjects (grades 4-8 ELA and math) must use Category 1 state assessments for one of their SLG goals and measures from Category 2 or 1 for their second goal.*

*Oregon’s ESEA waiver requires teachers in grades 4-8 in ELA and math to use Student Growth Percentiles for their Category 1 SLG goal.*

***Teachers in non-tested grades and subjects (and grades 3 and 11 in ELA and math):*** *These teachers may use measures from Category 2 for both of their goals. They may also use Category 1 as an option, based on what is most appropriate for the curriculum and students they teach. The district will determine if the assessments that are used need to be comparable across just a school or across all schools within the district.*

**Categories of Measures for SLG Goals**

|  |  |  |
| --- | --- | --- |
| **Category** | **Types of Measures** | **Guidance** |
| **1** | **Oregon’s state assessments that must be used to meet ESEA Waiver requirements**   * SMARTER Balanced   + Grades 4-8 in English language arts and mathematics | * Same assessment and administration guidelines are used statewide * Ratings for Category 1 goals are determined by Student Growth Percentile criteria |
| * OAKS Extended Assessments1    + Grades 4-8 in English language arts and mathematics | * Same assessment and administration guidelines are used statewide * Ratings for Category 2 goals are determined using the statewide SLG Scoring Rubric |
| **2** | **Additional Statewide Assessments**   * Science Assessment * Social Sciences Assessment * ELPA   **Other Assessments**   * Commercially developed assessments that include pre- and post-measures * Locally developed assessments that include pre- and post-measures * Results from proficiency-based assessment systems * Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance | * Same assessment and administration guidelines are used district-wide or school-wide * Assessments meet state criteria * SLG Goals scored using statewide SLG Goal Scoring Rubric |

*1Used by special education teachers who provide instruction in ELA or math for those students who take extended assessments*

*2ODE will provide state criteria by June 1, 2014*

#### Student Learning and Growth Goal Setting Process

Insert description of school’s goal setting process

***Potential language excerpted from*** [***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)

***STEP 1: Determine Needs***

*To begin the process, educators gather baseline data to better understand how to prepare students for the standards addressed by the class or course. This data could include end-of-year data from the previous year, baseline data from district assessments, pretests, or student work samples. Educators conduct an analysis of the baseline data and set goals for all students based on that data.*

***Conduct a self-reflection.*** *To set truly meaningful goals that enhance practice and support professional growth, educators engage in self-reflection as part of the process in determining student needs. This step is often left out of cycles of improvement because “there just isn’t enough time;” however, the omission of this step often leaves goals without any relevant connection to an educator’s day-to-day practice. The self-reflection includes time for an educator to look at student level data, reviewing student work from the previous year, reviewing past units of study, as well as information concerning their practice offered by their evaluator*

*The self-reflection process:*

* *Establishes a continuous improvement plan for every educator*
* *Promotes professional growth and continuous learning*
* *Keeps student learning at the core of all instructional, leadership, and professional practice decisions*
* *Builds consistency across the school and district*

*To be targeted and effective, self-reflection includes:*

* *Analysis of evidence of SLG under the educator's responsibility*
* *Assessment of practice against performance standards*
* *Proposed goals to pursue to improve practice and SLG*

***STEP 2: Create Specific Learning and Growth Goals***

*In this step the educator sets specific learning goals based on their self-reflection and students’ baseline data. The SMART goal process is used in the development of SLG goals (SMART = Specific; Measureable; Appropriate; Realistic; and Time-bound). See SMART graphic on page 12.*

***Determine the students and time period.*** *The educator sets two annual SLG goals between which all students in a classroom or course are included. A course is considered a content and/or grade-specific class (or a school for administrators). The instructional period will vary depending on staff assignment. For example, Algebra I SLG goal would span the length of an Algebra I course (e.g. year, semester, or trimester).*

*For most secondary teachers (including middle school) goals must cover all the students instructed by the teacher in a particular course or class. For example, a high school math teacher who teaches four Algebra I courses, a Geometry course, and a Calculus course might set one goal for students in their Algebra I courses and another for students in their Geometry course. It is not necessary for a secondary teacher to set goals that cover all students they teach. This would also be true for other TSPC licensed personnel such as PE teachers, reading teachers, special education teachers, etc.*

*For most elementary teachers goals must cover all the students in their class over the course of a year. For example, a third grade teacher might set a tiered goal for reading that describes the expected growth of all students.*

*Administrators may limit their goals to one or more grade levels or subjects, if baseline data indicates the need for such a focus.*

***Determine the specific standards and content addressed by the SLG goal****. Identify specific state or national standards to which the SLG goal is aligned. The content or skills should be selected based on identified areas from the data analysis.*

***Set student learning growth goal (targets).*** *Write a brief yet specific growth goal (target) for students that aligns to the standards. These growth targets should include specific indicators of growth; such as percentages or questions answered correctly that demonstrate learning between two points in time. The targets should be rigorous yet attainable. They can be tiered for specific students in the course/class to allow all students to demonstrate growth. The educator provides a rationale for why the goal is important and achievable for this group of students.*

***Identify assessments****. Identify the appropriate assessment that will be used to measure student learning and growth toward the goal(s). See page 13 for guidance on assessments for SLG goals.*

***STEP 3: Create and Implement Teaching and Learning Strategies***

*Teachers identify specific instructional strategies that are appropriate for the learning content and students’ skill level, and continually examine and adjust those strategies based on data about student progress and student needs.*

***STEP 4: Monitor Student Progress through Ongoing Formative Assessment***

*Steps 3 and 4 are a continuous cycle throughout the life of the goal. Over the course of the school year, educators implement the instructional strategies that are appropriate for students to meet their targets as stated in the SLG goals. They collect student data and monitor student progress through ongoing formative assessments.*

*The educator and evaluator meet mid-course to check on progress towards the goals. They may determine that an adjustment in instructional strategies is warranted, or that there are immediate support/resources available to help the educator with a particular need (e.g., observing another educator or collaborating with a mentor). If the growth goal has already been met by the mid-course, the educator and evaluator may determine the need to revise the goal for increased rigor.*

***STEP 5: Determine Whether Students Achieved the Goal***

*At the end of the course or school year, educators meet with their evaluators for a final review of the educator s’ progress on the SLG goals. They will examine the end-of-year data, reflect on student learning results, discuss what worked and what did not, and identify professional learning needs and available resources to support the educator’s continued professional growth.*

#### Student Learning and Growth Goal Setting Form for Teachers

***This optional template is provided in*** [***Guidance for Setting Student Learning and Growth Goals***](https://www.oregon.gov/ode/educator-resources/educator_effectiveness/Documents/slgg-guidance.docx)

**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contract Status: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Administrator/evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade Level:  Elementary  Middle School  High School**

**Goal Type:  Individual Goal  Team Goal**

|  |  |  |
| --- | --- | --- |
| **SLG GOAL 1** | | |
| **Goal-Setting Conference** | **Content Standards/Skills** |  |
| **Assessments** | ❑ Category 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ❑Category 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Context/Students** |  |
| **Baseline Data** |  |
| **Student Growth Goal (Targets)** |  |
| **Rationale** |  |
| **Strategies** |  |
| **Professional Learning and Support** |  |

|  |  |  |
| --- | --- | --- |
| **SLG GOAL 2** | | |
|  | **Content Standards/Skills** |  |
| **Assessments** | ❑ Category 1  ❑Category 2 |
| **Context/Students** |  |
| **Baseline Data** |  |
| **Student Growth Goal (Targets)** |  |
| **Rationale** |  |
| **Strategies** |  |
| **Professional Learning and Support** |  |
| **Sign-Off at Initial Collaborative Meeting: Date: \_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |
|  | **Professional Growth Goal(s)** |  |
|  | **Strategies** |  |
|  | **Professional Learning and Support** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mid-Year Review** | **Collaborative Mid-Year Goal Review** |  | | |
| **Strategy Modification** |  | | |
| **Teacher Signature:** | **Date:** | **Administrator/evaluator Signature:** | **Date:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year-End Goal Conference** | **End-of-Year Data** |  | | |
| **Reflection on Results** |  | | |
| **Professional Growth Plan Implications** |  | | |
| **Teacher Signature:** | **Date:** | **Administrator/Evaluator Signature:** | **Date:** |

### Evaluation and Professional Growth Cycle

Introductory narrative about this section

Insert information, may include:

* Process for developing cycle
* Graphics
* Self-reflection, goal setting, observation and collection of evidence, formative assessment/evaluation, and summative evaluation
* Frequency
* Personnel Decisions

***Potential language excerpted from*** [***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)

*Teacher evaluation systems are based on a cycle of continuous professional growth and learning. An effective process is collaborative and provides ongoing opportunity for relevant feedback and meaningful professional conversations. The focus is on improving effectiveness.*

***Steps in an Evaluation and Professional Growth Cycle***

***STEP 1: Self-Reflection/Determining Needs***

*Based on the standards of professional practice, the first step of an evaluation system is self-reflection. The educator reflects on and assesses his/her professional practice and analyzes the learning and growth of his/her students in preparation for goal setting.*

***STEP 2: Goal Setting*** *(Student growth goals and professional goals)*

*Based on the self-assessment, the educator identifies goals aligned with the standards of professional practice that encompass both practice and impact on student learning. The educator sets both professional practice goals and student learning goals. SMART goals and/or learning targets are used as a tool for effective goal setting.*

***STEP 3: Observation and Collection of Evidence*** *(Multiple measures)*

*The educator and evaluator collect evidence using multiple measures regarding student learning and growth, professional practice, professional responsibilities, and student learning to inform progress throughout the process of evaluation.*

***STEP 4: Formative Assessment/Evaluation*** *(Analysis of evidence, Professional conversations, and Professional growth)*

*The evaluator and educator review the educator’s progress toward goals and/or performance against standards. This step includes three interdependent and critical parts: analysis of evidence, professional conversations, and professional growth. Both the educator and the observer analyze the evidence leading into a collaborative professional conversation. Feedback through professional conversations promotes awareness of growth that has occurred, and highlights professional growth needs. These conversations help the educator make adjustments in his/her practice and select relevant professional learning opportunities.*

***STEP 5: Summative Evaluation***

*This step is the culmination of multiple formative observations, reflections, professional conversations, etc. Evaluator assesses the educator’s performance against the standards of professional practice, attainment of student learning goals, and attainment of professional practice goals. The summative evaluation combines performance ratings from multiple measures: professional practice, professional responsibilities, and student learning and growth. Beginning in the 2014-15 school year, all districts will use the Oregon Matrix for teacher and administrator summative evaluations to determine their overall performance level and corresponding professional growth plan.*

***Overview of the Oregon Matrix for Summative Evaluations***

*In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersects with Student Learning and Growth (SLG) culminating in a Professional Growth Plan and summative performance level. When there is a discrepancy between the PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy in order to then determine the Professional Growth Plan and corresponding summative performance level.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Y-AXIS:**  **Professional Practice & Professional Responsibilities (PP/PR)** | **LEVEL 4**  *(Highest)* | **COLLEGIAL**  **\**SLG*  *INQUIRY***  **3** | **FACILITATIVE *or* COLLEGIAL**  **\* *SLG INQUIRY***  **3 or 4** | **FACILITATIVE**  **4** | **FACILITATIVE**  **4** |
| **LEVEL 3** | **COLLEGIAL *or* CONSULTING**  **\**SLG INQUIRY***  **2 or 3** | **COLLEGIAL**  **3** | **COLLEGIAL**  **3** | **COLLEGIAL**  **3** |
| **LEVEL 2** | **CONSULTING**  **2** | **CONSULTING**  **2** | **CONSULTING**  **2** | **COLLEGIAL *or* CONSULTING**  ***\* PP/PR INQUIRY***  **2 or 3** |
| **LEVEL 1**  *(Lowest)* | **DIRECTED**  **1** | **DIRECTED**  **1** | **CONSULTING *or* DIRECTED**  ***\* PP/PR INQUIRY***  **1 or 2** | **CONSULTING**  ***\*PP/PR INQUIRY***  **2** |
|  | | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** |
| **X-AXIS: Rating on Student Learning and Growth** | | | |

\*Ratings in these areas require an inquiry process in order to determine a summative performance level and Professional Growth Plan.

***Statewide Components of the Oregon Matrix***

*How does an evaluator determine level 1-4 on the Y-axis and X-axis of the matrix and a final summative performance level at the end of an educator’s evaluation cycle?*

***Y-Axis: Professional Practice and Professional Responsibilities (PP/PR)***

*First, the evaluator will need to determine the combined performance level for PP/PR based on data from the district’s rubric. The evaluator will already have gauged the educator’s performance on each standard/performance indicator on the rubric with four performance levels. For example, in a Danielson rubric, educators will have received a performance level for all 22 components (for Marshall rubrics, 60 components; for LEGENDS 29 components; etc.). The evaluator will then:*

1. *Add up all component scores to get the total points possible;*
2. *Divide by the number of components (based on the # of components in the rubric);*
3. *Get a rating between 1 and 4 for PP/PR;*
4. *Use the following thresholds to determine PP/PR level:*

*3.6 - 4.0 = 4 PP/PR*

**\*PP/PR Scoring Rule**: If the educator scores two 1’s in any PP/PR component and his/her average score falls between 1.99-2.499, the educator’s performance level cannot be rated above a 1.

*2.81-3.59 =3 PP/PR*

*1.99 – 2.8 = 2 PP/PR\**

*< 1.99 = 1 PP/PR*

1. *Find the PP/PR performance level (1-4) on*

*the Y-axis of the matrix.*

***X-Axis: Student Learning and Growth (SLG)***

*After the educator’s PP/PR performance level is determined, their Professional Growth Plan and summative performance level is then found by looking at the educator’s rating on SLG goals. All educators will set two SLG goals annually. Educators on a two year evaluation cycle will select two of the four goals collaboratively with their evaluator to be included in their summative evaluation. Math and ELA teachers (grades 3-8 /11) and administrators must use Category 1 for one goal. The level of performance on SLG will be determined by scoring the SLG goals using the Oregon SLG Goal scoring rubric. See* [*Guidance for Setting SLG Goals for templates*](https://www.oregon.gov/ode/educator-resources/educator_effectiveness/Documents/slgg-guidance.docx) *and tools to set and score SLG goals.*

*The evaluator will use the following thresholds to determine X-Axis performance level:*

1. *Score the SLG goals using the SLG Scoring Rubric;*
2. *Get a rating between 1 and 4 for SLG;*
3. *Use the thresholds below to determine SLG level;*
4. *Find the SLG performance level (1-4) on the X-Axis of the matrix.*

|  |  |  |  |
| --- | --- | --- | --- |
| ***Level 4*** | ***Level 3*** | ***Level 2*** | ***Level 1*** |
| *You must score:*   * *4 on both goals* | *You could score:*   * *3 on both goals, or* * *3 on one goal & 4 on one goal, or* * *4 on one goal & 2 on one goal* | *You could score:*   * *2 on both goals, or* * *2 on one goal & 3 on one goal, or* * *3 on one goal & 1 on one goal, or* * *4 on one goal & 1 on one goal* | *You could score:*   * *1 on both goals, or* * *1 on one goal & 2 on one goal* |

***Final Summative Performance Level and Professional Growth Plan***

*Taking the performance levels for professional practice and professional responsibilities (PP/PR) and student learning and growth (SLG) find where the X-Axis intersects with the Y-Axis on the matrix. The PP/PR will then be compared to the SLG to determine the educator’s Professional Growth Plan and overall summative performance level. The four types of Professional Growth Plans are defined as follows:*

* ***Facilitative Growth Plans*** *- The educator leads the conversation and with the evaluator chooses the focus of the Professional Growth Plan and professional goal(s) as the educator and evaluator collaborate on the plan/professional growth goal(s). If the educator had a SLG performance level 2, the plan/professional goal(s) must also include a focus on increasing the educator’s overall aptitude in this measure.*
* ***Collegial Growth Plans*** *- The educator and evaluator collaboratively develop the educator's Professional Growth Plan/professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator’s overall aptitude in this measure.*
* ***Consultative Growth Plans****- The evaluator consults with the educator and uses the information gathered to inform the educator's Professional Growth Plan /professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator’s overall aptitude in this measure.*
* ***Directed Growth Plans*** *- The evaluator directs the educator's Professional Growth Plan /professional goal(s). This plan should involve a focus on the most important area(s) to improve educator performance. If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator’s overall aptitude in this measure.*

*The local collaborative evaluation design team will ensure that the Professional Growth Plan resulting from the Matrix is included in the design of the professional growth and evaluation system. The Matrix summative rating is to be used for state reporting purposes as required by the ESEA Flexibility Waiver.*

***Inquiry Processes***

***SLG Inquiry:***

*In order to determine an educator’s Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:*

* *Collaboratively examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on classroom, school, school district and state-based tools and practices; etc.*
* *Collaboratively examine circumstances which may include one or more of the following: Goal setting process including assessment literacy; content and expectations; extent to which standards, curriculum and assessment are aligned; etc.*

*The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.*

***PP/PR Inquiry:***

*To determine an educator’s Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:*

* *Reexamine evidence and artifacts and an outside evaluator (Supervisor, VP, other district administer) may be called in*
* *Educator has the opportunity to provide additional evidence and/or schedule additional observations with focus on area of need*
* *Evaluator’s supervisor is notified and inter-rater reliability protocols are revisited*

*The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.*

### Aligned Professional Learning

Introductory narrative about this section

Insert information, may include:

* Statement explaining process for ongoing PD calendaring based on goals, data, and evaluations
* Calendar
* Highlights or sections from other sections imbedded in the evaluation forms and tools that link to PD alignment

***The italic text below is guidance from*** [***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 focus of the evaluation system is on improving professional practice and student learning. To that end, linking evaluations with high quality professional learning is key. Aligned evaluation systems inform educators of strengths and weaknesses and provide opportunities to make informed decisions regarding individual professional growth. High quality professional learning is sustained and focused and relevant to the educator’s goals and needs. All educators must have opportunities for professional growth to meet their needs, not only those whose evaluation ratings do not meet the standard.*

*Data gathered from evaluation systems play a key role in identifying needed professional learning. Evidence from observations and artifacts tied to the district performance rubric as well as educator self-reflections and SLG goals aggregated at the district level can reveal areas of focus for professional learning that will benefit groups of educators. It can also identify those staff who can serve as models or leaders in a particular area of practice.*

*It is important to keep in mind that professional learning occurs in many ways. Job-embedded professional learning, when done well with support from leadership, can result in powerful learning. This can include coursework, peer observation and feedback, and participation in collaborative learning.*

*In many schools and districts, educators engage in job-embedded professional learning through data teams or professional learning teams/communities. The term “Professional Learning Communities” has many interpretations, however to be effective PLCs need to be carefully purposed, structured, facilitated and evaluated. Key components include:*

* *leadership support and oversight*
* *clearly defined goals and expectations*
* *trained facilitation*
* *designated meeting time*
* *agendas*
* *meeting notes to track new learning, progress toward goals, and decisions*

*Regardless of format, the national Learning Forward Standards for Professional Learning should be used to shape effective, professional learning for all educators. See the* [*Learning Forward*](http://www.learningforward.org) *website for information.*

1. **Content Standards/Skills** - A clear statement of the relevant content and skills students should know or be able to do at the end of the course/class. These should be specific state or national standards (a statement such as “Common Core State Standards in Math” is not specific enough). Includes a rationale for the importance of the selected content/standards.
2. **Context/Students** - Description of the demographics and learning needs of all students in the class or course. This should include as relevant: the number of students and their gender, race/ethnicity, socioeconomic status, and any students with diverse learning needs (e.g., EL, IEP, 504 plans). For those educators who do not meet with students on a regular basis, including contact time (e.g., one 50 minute period per day, two 90 minute blocks per week, etc.) provides additional context for the goals developed by the educator.
3. **Assessments** - Describes how student learning and growth will be measured. In Oregon, two categories of assessments are used for SLG goals (see page 13 of the SLG Goal Setting Guidance). Assessments must be aligned to state or national standards and meet state criteria.
4. **Baseline Data** - Provides information about the students’ current performance at the start of course/class. It is generally the most recent data available and can include the prior year’s assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-test, or other evidence of students’ learning. Determine students’ strengths and areas of weaknesses that inform the goal. Data is attached to the goal template.
5. **Student Learning and Growth Goal (Targets)** - Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable. The target can be tiered for specific students in the class/course to allow all students to demonstrate growth. Includes a rationale for the expected growth and how the target is appropriate and rigorous for students.
6. **Rationale -** Provides a detailed description of the reasons for selecting this specific area for a goal. Includes a discussion of baseline data as well as current practice within the school and/or classroom.
7. **Strategies** - Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress.
8. **Professional Learning and Support** – Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals. Self-reflection and identification of professional learning needs can help focus efforts to provide meaningful professional learning opportunities to educators.