

# Educator Effectiveness Workgroup

## *Informing Oregon's State Plan*

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ESSA Joint Workgroup Meeting  
Red Lion Hotel, Salem, Oregon  
May 18, 2016



DEPARTMENT OF  
EDUCATION

# Our Agenda

Time	Activity Guide
9:30 -12:00	<b>Morning Session</b>  Cross Work Group Discussion Unpacking SB290 and OAR 581 022 1723
12:00 - 12:45	<b>Lunch</b>
1:00 – 3:30	<b>Afternoon Session</b>  Digging into the Matrix Connecting the Equity Plan to Educator Evaluation

# Goals for Today

- Consider questions and responses from cross workgroup session.
- Unpack Senate Bill 290 and related OAR to better understand the current landscape of teacher evaluation and identify potential recommendations.
- Cultivate a deeper understanding of the Oregon Matrix.
- Explore key areas of intersection between the Oregon's Equitable Access to Excellent Educator Plan and ESSA.

# Introductions

Sponsor	Co-Leads	Internal Members
Sarah Drinkwater	Victor Cato	April Campbell
	Brian Putnam	Sarah Martin
	Markisha Smith	Ronnie Pham
		Rae Ann Ray
		Hilda Rosselli
		Jamie Rumage



# Our Norms

- We will be fully present and engage in active listening
- We will be respectful of each other's views
- We will suspend external agendas during the meeting
- We will limit email and texting during the meeting
- We will remember that humor helps 😊

# Our Norms

- Refrain from using acronyms and lingo
- Critique our work products through the Equity Lens
- Equity of Voice– ensuring everyone is heard
- Okay to be uncomfortable – its okay to disagree (respectfully)
- Keeping students as our primary focus– ensuring that our recommendations also work for the larger education system as well
- Refrain from premature decisions– strive to be purposeful

# Staying Focused



# Assumptions Guiding Our Work

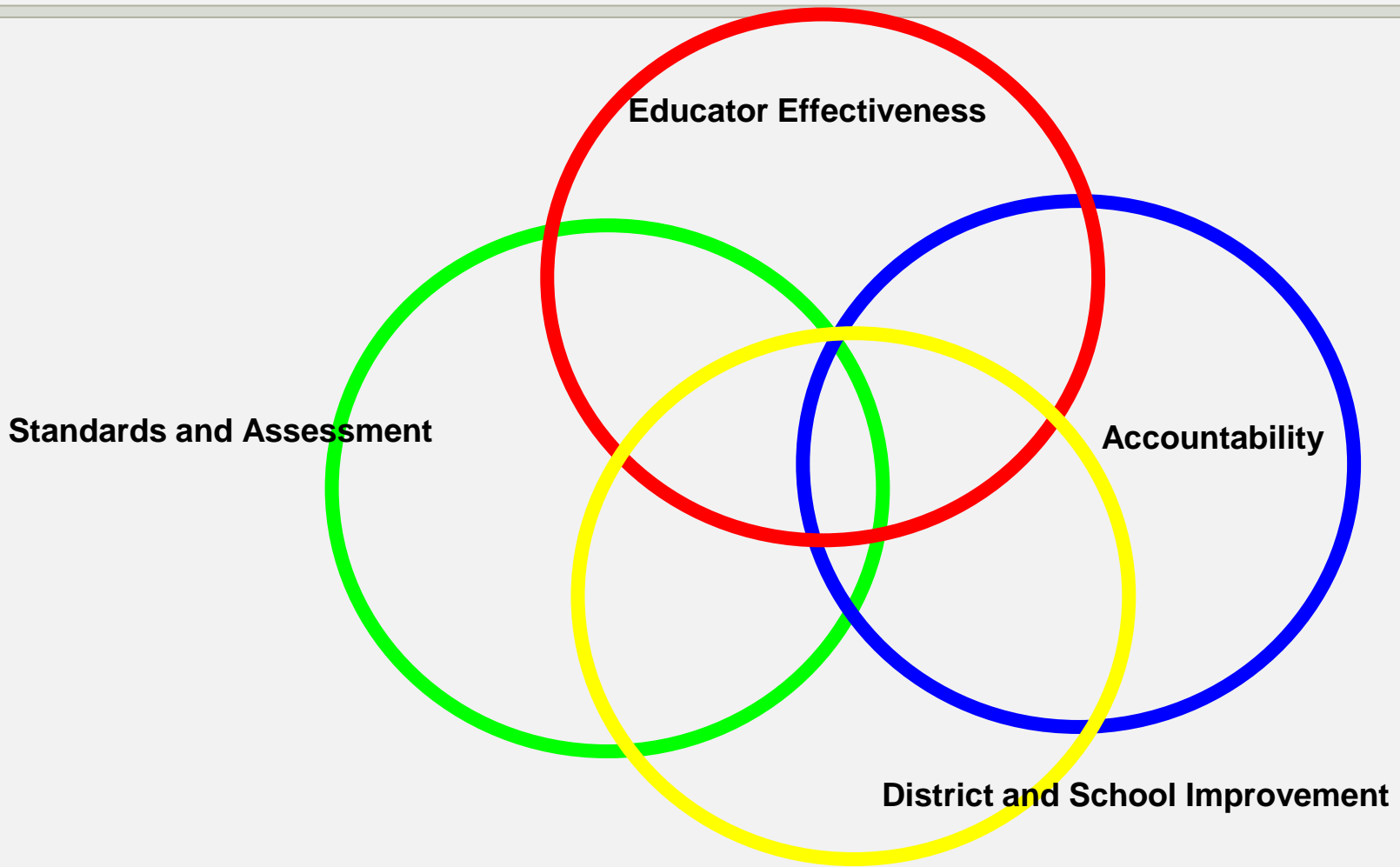
## Equity needs to be front and center

*“...we believe in the importance of supporting great teaching. Research is clear that teachers are among the most powerful influences in (student) learning. An equitable education system requires providing teachers with the tools and support to meet the needs of each student...”*

– Oregon Equity Lens



# Cross-work Group Discussion



# Current Realities

- With the passage of ESSA there are no longer federal requirements around educator evaluation systems
- Oregon Administrative Rule requires the use of student data and the Oregon Matrix as a part of evaluations

## Purpose of EE System

- Culturally responsive and sustaining system of support and evaluation that facilitates continuous growth of all teachers and administrators to meet the needs of all students
- Goal setting that improves students and educators through data informed decision making and differentiation
- Defines levels of effective educator
- Student input
- Align or link to a professional development system that speaks to different elements of an effective educator
- Statewide guidance and accountability

## Oregon Revised Statute (ORS)

- No recommended changes were suggested.

## Oregon Administrative Rule (OAR)

- Framework elements need to be revised (scoring of the goals). 4b) use of Oregon Matrix should be optional. 4c) language should be may instead of must. A.) Omit everything after “performance”. If it’s all “may” you don’t have to do student learning. B.) Added “interim”. Framework to include one student learning goal and one pd goal.
- 1.) “customized” improve implementation gap of the system if limit customization and implement a statewide rubric. 2a.) If the word only “may” is used then some teachers wouldn’t need evaluated. Added 2E.) student surveys. 3.) Added a 3.F - self sustaining practices 3G - all out culturally sustaining practices in a globally diverse society (accomodat rural). 4b) Matrix -what information is wanted and why decision points for using it.

## Oregon Administrative Rule Cont. (OAR)

- 4b.) Matrix be replaced with another tool. There needs to be training and consistency and understanding by teachers. 4c) Should “significantly” be quantified.
- 4c) if change “must” with “may” it affects academic performance (4A)

# OAR 581 022 1723

(4) Local evaluation and support systems established by school districts for teachers and administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

(a) Four performance level ratings of effectiveness;

(b) **Using the Oregon Matrix as the summative evaluation method** for combining multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the educator's professional growth plan and overall performance level beginning in the 2014-2015 school year.

(c) Based on **significant consideration of student learning and growth** which must include but is not limited to:

(A) Academic performance, as determined by the statewide assessment system implemented by the Department of Education under ORS 329.485;

(B) Formative and summative assessments; and

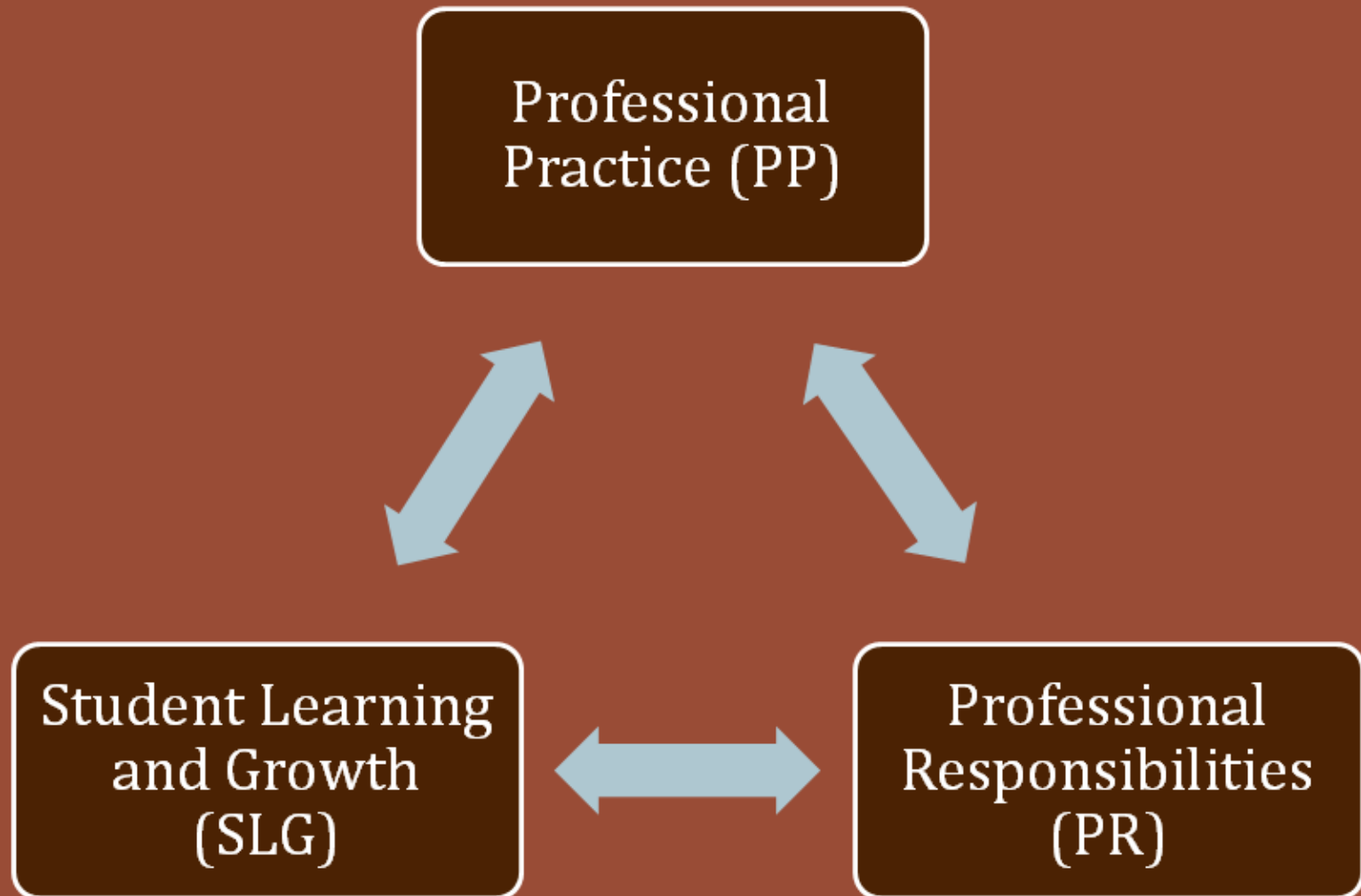
(C) For teachers, classroom-level student learning and growth goals set collaboratively between teachers and evaluators.

# Lunch Time!

- We will reconvene at 12:45



# Summative Evaluations Based on Multiple Measures



**Y-Axis: PP / PR**

LEVEL 4	<b>Collegial</b>	<b>Facilitative or Collegial</b>	<b>Facilitative</b>	<b>Facilitative</b>
	<i>*SLG Inquiry</i>	<i>* SLG Inquiry</i>		
	3	3 or 4	4	4
	<b>Collegial or Consulting</b>	<b>Collegial</b>	<b>Collegial</b>	<b>Collegial</b>
LEVEL 3	<i>*SLG Inquiry</i>			
	2 or 3	3	3	3
LEVEL 2	<b>Consulting</b>	<b>Consulting</b>	<b>Consulting</b>	<b>Collegial or Consulting</b>
	2	2	2	<i>* PP/PR Inquiry</i>
				2 or 3
LEVEL 1	<b>Directed</b>	<b>Directed</b>	<b>Consulting or Directed</b>	<b>Consulting</b>
	1	1	<i>* PP/PR Inquiry</i>	<i>* PP/PR Inquiry</i>
			1 or 2	2
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>X-Axis: SLG</b>				

# What is currently required...

- All districts must use the Oregon Matrix to calculate summative scores beginning
  - Includes established X and Y thresholds
- All summative scores for teachers and building principals must be reported to ODE
- Summative information must be used by districts to inform professional growth plans

# What can be customized...

- The performance level labels
- The Professional Growth Plan's (PGP) names\*
- Additional details on what each PGP looks like\*
- What "SLG focus" PGP looks like
- Additional inquiry process ideas
- Other systemic differentiated supports, such as:
  - Observations
  - Frequency of check-in's/meetings with evaluators
  - Self-reflection practices

\*Districts must keep the intent of the "plans" as defined in the Oregon Matrix guidance

# Question to Answer

What should Oregon's summative evaluation method for combining multiple measures of professional practice, professional responsibility and student learning and growth be?

# Recap from April Table Talk

- Benefits of the Matrix
  - Allows for consistency in providing ratings
  - Helps with directing professional growth
  - Professional practice axis is a good place for conversations

# Recap from April Table Talk

- Drawbacks

- Not well understood by all
- Lack of trust
- Lack/inconsistency of training
- Every district uses a different rubric

# What if all districts used the same rubric?

## Pros

Consistency in language

Providing professional development

New teacher induction would be smoother

State could support keeping districts up to date because you could evolve as the practice evolves

Provides a vision for what effective teaching looks like that was shared

Could be used in teacher and leader development in higher ed--shared language

Shared resources between small districts with their larger hubs/ESDs

Venn Diagram - EE current sits out side, if you had a common language and understanding of proficiency could it inform the rest of the system that is being designed through ESSA in a more streamlined way.

Would be easier to monitor the health of your system

Can be used to “nudge” the system/practice



# What if all districts used the same rubric?

## Cons

Common rubric does not guarantee consistency of implementation

Current system has not resulted in any dramatic change in the numbers assigned to teachers--have rubrics made a difference? Having the same rubric would not necessarily improve this

When a district develops their own rubric teachers know that their peers were included in the process--buy-in by staff

Can paint a one size fits all of teachers?

(We use one rubric for students how is this different using one rubric for teachers?)

What about specialists? One rubric would mean that the language would not reflect the work of all staff

# Decision Points

- Should the Matrix be the tool that determines the summative evaluation?
- If not, what type of model could Oregon use for summative evaluation that will keep those aspects we find beneficial?
  - Consistency
  - Supporting professional growth
    - Rich conversations

# Should Oregon keep the Matrix?

Leanings/Recommendations:

Rationale:

# What should Oregon's model look like for summative evaluation?

Does the state need a summative score? Equitable distribution of excellent educators--the use of a score could be useful for this purpose

Incentives - class size smaller

Driving professional development based on what the evaluation/scores tell you

Purpose of summative evaluation-value of not averaging or taking things down to one number. Looking more description (as domains do)

Would use summative to:

Guide PL provided by state (and also at district/state) and resources and be able to have a more focused conversation-can suss out what needs to be focused on

Makedecisionsons about whether there was access to effective educators. Rather than basing it on one number you would base it on domains

Better data on where incoming teachers are struggling or shining - could inform college prep system

Law tells us what the model looks like, Matrix gets in the way. Modify Framework language so that districts can develop a system that is more useful to their educators. Matrix has undermined the ability to make it meaningful, nimble and formative

If we need a number, having the Matrix optional will mean that every district will have a different formula for combining the multiple measures

# Standards of Professional Practice

## Teachers

### Model Core Teaching Standards (InTASC)

○ Four Domains/10 Standards:

1. The Learner and Learning
2. Content
3. Instructional Practice
4. Professional Responsibility

## Administrators

### Educational Leadership/ Administrator Standards (ISLLC)

— Six Domains:

1. Visionary Leadership
2. Instructional Improvement
3. Effective Management
4. Inclusive Practice
5. Ethical Leadership
6. Socio-Political Context

# Key Strategies: Educator Equity Plan

- Human Capital Management

- Recruitment and hiring practices
- Recruitment incentives
- Retention

- Ongoing Professional Learning

- Review and alignment of funding streams
- Improve and expand induction and mentoring programs
- Improve quality and delivery of culturally responsive PD across the state
- Require districts to submit Equity Action Plans

- Monitor Teacher and Principal Preparation

- Utilize the Oregon Educator Equity Advisory Group
- Critically examine licensure requirements that might result in barriers during the pre-service phase
- Expand diverse school setting experiences in preparation programs

# The Crosswalk

- Activity: Consider ways in which the Key Strategies align with the Standards of Professional Practice.

- Venn Diagram

- Professional Practice Documents

# Survey Monkey

[https://www.surveymonkey.com/results/S  
M-S8V28GJR/](https://www.surveymonkey.com/results/S-M-S8V28GJR/)



# Our Timeline and Process

Meeting 4 - Tuesday, June 28<sup>th</sup>

Meeting 5 - (TBD)

# Contacts

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