

Educator Effectiveness Workgroup

Informing Oregon's State Plan

ESSA Joint Workgroup Meeting
Portland Sheraton Airport Hotel
April 26, 2016



DEPARTMENT OF
EDUCATION

Our Agenda

Time	Activity Guide
9:30 -11:45	Morning Session Unpacking Oregon Equity Lens Recap of April 6 th Meeting Oregon Equitable Access to Educator Plan
11:45 – 12:15	Lunch Panel Discussion
1:00 – 3:30	Afternoon Session Recommendations on Revisions to SB 290

Goals for Today

Identify elements of the Oregon Equitable Access to Educator Plan that should be infused and braided into Educator Effectiveness components of the Oregon ESSA Plan.

Goals for Today

Identify possible revisions to SB 290 and related Oregon Administrative Rules including, but not limited to, the role of State tests and the Oregon Matrix concerning educator evaluations.

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



Introductions

External members represent the following roles across Oregon's education system:

- Classroom Teachers
- Teachers on Special Assignment
- Instructional Coaches
- School and District Administrators
- Higher Education
- School Board Members
- Oregon Education Association
- Oregon Parent Teacher Association



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

Assumptions – Current Reality

- Highly Qualified Teacher (HQT) was bad thing
- Educator effectiveness evaluation systems aren't uniform across districts in the state
- Some districts lack the resources necessary in providing better support to teachers and administrators
- There is not a shared understanding of SB290 among all of teachers and administrators throughout Oregon

Assumptions – Aspirational Reality

- ESSA creates an opportunity for teachers and students to receive information in a more timely manner without punitive intentions
- Opportunity to strengthen relationships between teachers and admin so they are trust based rather than fear based in all districts
- Collaborative goal setting for teams of teachers not just individual
- Looking at the whole educator who are more than their practices (human element)



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Assumptions – Aspirational Reality

- We have a shared definition of what an effective educator is
- Shifting from an experience of compliance to growth for all districts
- Paradigm shift from a punitive evaluation model to a growth model for all school districts
- Focus on formative assessments, as a value-added component and continuous improvement

Assumptions – Aspirational Reality

- Shift to asset based language from deficit
- One process does not fit all, but the product should be the same ; Differentiated support for educators and students
- ESSA provides more relief for teachers to engage in the kinds of teaching and learning that takes more time, but has more long-term impact

Oregon's Equitable Access to Educator Plan

A Plan to Recruit and Retain Excellent Educators

Deadline: June 1, 2015

Plans must meet the following **six requirements:**

1. Describe and provide documentation of the steps the SEA took to consult with stakeholders.
2. Identify equity gaps.
3. Explain the likely cause(s) of the identified equity gaps.
4. Set forth the SEA's steps to eliminate identified equity gaps.
5. Describe the measures that the SEA will use to evaluate progress toward eliminating the identified equity gaps.
6. Describe how the SEA will publicly report on its progress in eliminating the identified gaps, including timelines for this reporting.
7. **Our plan was approved on December 22, 2015**

Oregon's Equitable Access to Educator Plan

Community Readiness Table

Stakeholder Groups:

- Teachers
- Administrators
- Parents
- Students
- Professional Organizations (OEA, OBPA, COSA, etc)
- Educator Preparation Programs
- School District HR Departments
- Community-Based Organizations (particularly those serving communities of color)
- ?

Oregon's Equitable Access to Educator Plan

Defining Excellent Educators

Take 2-3 minutes at your table:

- *Brainstorm 5 words that define an excellent teacher?
- *Brainstorm 5 words an excellent school leader?

Oregon's Equitable Access to Educator Plan

Defining the Work

§An **excellent teacher** is fully prepared to teach in his or her assigned content area, demonstrates a strong understanding and commitment to effectively utilizing culturally responsive pedagogy and practice, is prepared to work with English Language Learners, meets or exceeds performance standards on the INTASC evaluation, is able to demonstrate strong instructional practices and significant contributions to growth in student learning, and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom. The evaluation of an excellent teacher will be tied into the Educator Evaluation System based on a waiver approved by the U.S. Department of Education.

§An **excellent school leader** is fully prepared to lead both instructionally and administratively, demonstrates a strong understanding and commitment to effectively utilizing culturally responsive pedagogy and practice, is prepared to lead their school/district in working with English Language Learners, meets or exceeds performance standards on the ISLLC evaluation, is able to demonstrate strong instructional practices and significant contributions to growth in school performance and student learning, and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom. The evaluation of an excellent leader will be tied into the Educator Evaluation System based on a waiver approved by the U.S. Department of Education.

Oregon's Equitable Access to Educator Plan

What Does Our Plan Say?

§ Theory of Action

If a comprehensive approach to recruitment, preparation, and retention for excellent educators—in particular for students experiencing poverty and students of color—is implemented carefully and its implementation is monitored and modified when warranted over time, and

If Oregon makes a commitment to supporting this approach through fiscal, legislative, and advocacy oriented actions,

Then Oregon school districts will be better able to close opportunity and achievement gaps for specific student populations across the state through an understanding and utilization of culturally responsive pedagogy and practice such that all students have equitable access to excellent teaching and leading to help them achieve their highest potential in school and beyond.

Oregon's Equitable Access to Educator Plan

What Does Our Plan Say?

§ Where do Equity Gaps Exist?

- Educator Experience
- Out-of-Field
- Educator Turnover
- Diverse Educators Hired and Retained
- Unqualified (To be monitored only)

Oregon's Equitable Access to Educator Plan

Root Cause Analysis

- Hiring Practices
- Geographic Location
- Inability to Meet licensure requirements
- Lack of robust culturally responsive professional learning
- Recruitment and retention of diverse educators into educator preparation programs
- “Belief” gap
- Inconsistent induction and mentoring opportunities
- Under-exposure to diverse school settings during field experiences and student teaching
- Lack of diverse faculty and staff in teacher preparation programs
- Limited culturally responsive pedagogy and practice pre-service content

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Key Strategies

–Human Capital Management

- §Improve district recruitment and hiring practices
- §Introduce recruitment incentives
- §Focus on retention efforts

–Ongoing Professional Learning

- §Critically review alignment of funding streams
- §Improve and expand induction and mentorship program
- §Improve the quality and delivery of culturally responsive professional learning
- §Require all districts to submit Equity Action Plans which include a deep-dive into educator distribution

–Monitor Teacher and Principal Preparation

- §Utilize the Oregon Educator Equity Advisory Group
- §Critically examine licensure requirements which might be barriers during pre-service educator phase
- §Expand school setting experiences in preparation programs

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Opportunities in ESSA

(v) “Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities.”

(iii) “Improving equitable access to effective teachers;” 3% specifically cites principals and other school leaders.

Oregon's Equitable Access to Educator Plan

Other Opportunities and Challenges

Take 2-3 minutes at your table:

- *Identify 3 opportunities based on the Plan and ESSA.
- *Identify 3 challenges the Plan and ESSA present?

Lunch Time!

- We will reconvene at 12:45

Goals for Today

Provide recommendations regarding possible revisions to SB 290 and related Oregon Administrative Rules including, but not limited to, the role of State tests and the Oregon Matrix concerning educator evaluations.

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

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.

Educator Evaluations

Issue: What should the role of state tests play, if any, in Growth Goals for evaluation purposes?

Table Talk:

- What would the evidence-based argument be for or against using state tests?
- If not state tests, what should be the measure of student learning and growth?

Educator Evaluations

Issue: What should the role of the state summative scoring matrix play, if any, in educator evaluation?

Table Talk:

- What have been the benefits of the Matrix? The drawbacks?
- What are the evidence-based arguments for requiring use of the Matrix or allowing districts to determine their own summative score?
- If not the Matrix, then what?

Recommendations

Our Timeline and Process

Meeting 3 - Tuesday, June 28th

Meeting 4 - (TBD)

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