

# Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions

## WHO IS EVALUATED?

### 1. Who is required to be evaluated under the new system?

All “teachers” and “administrators” are required to be evaluated using the new system. As per ORS 342.815 a “**teacher**” means any person who holds a teaching license or registration or who is otherwise authorized to teach in the public schools of this state and who is employed half-time or more (.5 FTE **and** at least 135 consecutive days of the school year as per ORS 342.840) as an instructor\* or administrator.

\***Instructor** includes those individuals who meet the definition used in ORS 342.121 “Instruction includes direction of learning in class, in small groups, in individual situations, in the library and in guidance and counseling, but does not include the provision of related services, as defined in ORS 343.035(15), to a child identified as a child with a disability pursuant to ORS 343.146 when provided in accordance with ORS 343.041-343.065 and 343.221.” Instruction does include provision of specially designed instruction (special education) provided in accordance with 343.035(19).

As per ORS 342.815 an “**administrator**” includes:

- any teacher the majority of whose employed time is devoted to service as a supervisor
- principal
- vice principal
- director of a department or the equivalent in a fair dismissal district.

“**Fair dismissal district**” means any common or union high school district or education service district.

The guidance document including a flowchart has been updated to help districts determine who meets these definitions under SB290 and who needs to be evaluated under the new system. It can be found online at [www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/guidance-for-sb-290-evaluations.pdf](http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/guidance-for-sb-290-evaluations.pdf)

### 2. Are instructional coaches considered “instructors” under this definition?

Teachers who do not instruct students directly are not required to set student learning and growth goals. However, it is recommended that their evaluation include measures of their impact on school and district goals for student achievement. Impact may be calculated at the district, school, department, or other group levels depending on whether they serve multiple schools, the entire school, a department, a grade, or a specific group of students.

### 3. Are teachers who provide technical support or consultation to teachers, but who do not provide instruction to students included in this definition?

See the flowchart referenced in Question 1.

### 4. What does “temporary teacher” mean?

Per ORS 342.815 “Temporary teacher” means a teacher employed to fill a position designated as temporary or experimental or to fill a vacancy which occurs after the opening of school because of unanticipated enrollment or because of the death, disability, retirement, resignation, contract non-extension or dismissal of a contract or probationary teacher.

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### 5. What are the requirements for evaluating staff who do not meet the definitions above?

It is up to individual districts to determine how they will provide meaningful evaluations to those staff members who do not meet this description.

### 6. Does SB 290 apply to charter school employees?

It depends on the charter of the school, whether the district is the employer, and the policies of the school. SB 290 applies if the personnel are employees of the district or if the charter of a school or policies of the school include language that either specifically address SB 290 or generally address Oregon personnel laws. The best practice in this area to determine the new law's applicability is to review the charter and specific policies of the charter school.

See ORS 338.115, 338.135, 342.856 and OAR 581- 022-1723, 1724 and 1725.

### 7. How will individuals filling the dual roles of superintendent and principal be evaluated?

An individual filling the dual roles of principal and superintendent is considered to be a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB290, it is up to local school boards to determine how these individuals are evaluated.

### 8. How will individuals filling the dual roles of teacher and principal be evaluated?

If the majority of the individual's time is spent as an administrator, the administrator rubric would be used. Likewise, if the majority of time is spent as a teacher, the teacher rubric would be used.

In the event that an employee serves half time in both roles, the employee and their supervisor would determine which role would be most appropriate for evaluation and proceed accordingly.

### 9. Is anyone exempt under these definitions?

ORS 342.815 specifically exempts the following individuals: "superintendent, deputy superintendent or assistant superintendent of any such district or any substitute or temporary teacher employed by such a district."

## STUDENT LEARNING & GROWTH GOALS

### 10. What are Student Learning and Growth goals?

Student learning and growth means measures of student progress (across two or more points in time) 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 and measure student progress across two or more points in time.

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.

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.

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### 11. Who has to set Student Learning and Growth goals?

Anyone who meets the description of “teacher” or “administrator” described in Question 1 is required to set two goals annually for student learning and growth (SLG).

### 12. Must all students be included in a teacher’s SLG goals? **REVISED**

Goals for elementary teachers must cover all the students in a teacher’s 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.

Goals for secondary teachers (including middle school) must cover all the students instructed by the teacher **in a particular course**. 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 all the students in their Algebra courses and a second goal for students in their Geometry course. It is not necessary for a secondary teacher to set goals that cover all students they teach.

Goals for Specialized Instructional Support Personnel may include all of the students in the school or focus on groups of students (e.g., caseload, specific grade level, course).

An individual SLG goal that is focused on a particular group of students must include all students in that group with which the goal is aligned. Within the course or class for which the goal is written, particular students or groups of students may not be excluded. It is advisable to set tiered targets according to students’ starting points because students may begin at varying levels of preparedness.

### 13. If a teacher’s first SLG goal covers all students, can the second goal be more focused on a specific subgroup, or do both goals have to address all students?

As long as the two required goals cover all the students over the course of a year (e.g.; elementary) or a complete course of study (e.g.; secondary) then it is not necessary for each goal to cover all students.

### 14. Can teachers write SLG goals as a team?

Teachers collaborate with their supervisor/evaluator to establish student learning goals. Districts are encouraged to support collaboration among educators to establish student learning goals for their grade levels, departments, or curricular teams.

### 15. How are SLG goals set in proficiency-based classrooms where year-long goals might not be appropriate?

In all classrooms teachers examine baseline data in order to set growth goals that include every student. In proficiency-based classrooms goals should be set for the period of time during which students would be expected to demonstrate proficiency. Since all students may not demonstrate proficiency at the same time, a tiered goal based on growth would be appropriate.

### 16. How do you determine which students should be included in a growth goal, particularly in schools/classrooms with high mobility? **REVISED**

In order to accurately measure student growth both baseline and outcome data is needed. The students for whom both sets of data exist represent the “intact group”. This intact group is who is included in the growth goal.

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### 17. Could an SLG goal relate to something like a decrease in undesirable behavior? **REVISED**

As per the ESEA waiver criteria, teachers in tested and non-tested subjects as well as principals are required to use assessments of student learning and growth aligned to state or national standards in their content area. Behavior goals for these educators do not meet the criteria outlined for these goals. However, strategies to address behavior could be included as part of an educator's plan to achieve their goals.

For some administrators and specialized support personnel, measures of student behavior are allowable. Additional information on matching educators to appropriate measures can be found in Table 2 in ["Who Is Evaluated Under SB 290?"](#)

### 18. Can data from previous years be combined with your assessment to create goals?

Yes. When setting student learning and growth goals educators should be looking at data over time and identifying trends and patterns in student growth.

### 19. What if an educator and evaluator cannot come to consensus on an SLG goal?

ORAR 581-022-1723 states that evaluations must attempt to "allow each teacher or administrator to establish a set of classroom or administrative practices and student learning objectives that are based on the individual circumstances of the teacher or administrator including the classroom or other assignments of the teacher or administrator." Individual situations in which consensus cannot be reached should be handled using the district's established resolution process.

However, Oregon law also requires that student learning goals are set collaboratively. Collaborative goal setting requires that both the educator and the evaluator enter into the conversation with the same purpose: to create a rigorous, yet realistic goal that examines the educator's impact on student learning and growth. Goals originate with the educator after their analysis of baseline student data which could include end-of-year data from the previous year, baseline data from district assessments, pretests, or student work samples. Educators discuss proposed goals with their supervisor/ evaluator and collaborate to establish final SLG goals. The educator and evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate evidence-based strategies, quality of evidence and standards addressed. See ORS 342.856(3)(c) and OAR 581-022-1723.

## EDUCATOR SPECIFIC QUESTIONS FOR SLG GOALS

### 20. If you are an elementary teacher at a testable grade, does Goal #1 need to address BOTH math and reading? **REVISED**

Teachers are required to set at least two goals. If a teacher is in a tested grade and subject, one of those goals must be **either** reading or math. If one goal is focused on reading the second goal could focus on math, but that is not required. The second goal must, however, be an academic goal and must be measured using a district-wide or school-wide assessment.

If a teacher is not in a state-tested grade or subject, he/she would develop two academic goals measured using a district-wide or school-wide assessment. Teachers in non-tested grades/subjects could also choose to use a state assessment as their measure.

### 21. When setting SLG goals, how should high school teachers in ELA and math account for 11<sup>th</sup> grade students who have already passed the state assessment?

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The collective set of a teacher's goals should address all of his or her students. 11<sup>th</sup> graders who had already passed the statewide assessment would not be included in the intact group for the goal measured by that assessment, but would be included in the intact group for the teacher's second goal.

**22. How might an elementary P.E. or music teacher who sees all of the students in a school set an SLG goal?**

Teachers who provide instruction to all the students in a school could select one grade level and one component of instruction (e.g., rhythm) to set their goal. They would not need to set a goal that included every student in the school.

**23. Do administrator SLG goals need to include all tested grades in the school (e.g., grades 3, 4, & 5 in elementary) or only all of the students in one grade? REVISED**

Principal SLG goals may include all the students in the school, or may focus on one or more grade levels or subjects. District administrators may include groups of schools, groups of students, or one or more grade levels or subjects.

However, an administrator's SLG goal must include all students in the focus area selected; particular students or groups of students may not be excluded. It is advisable to set tiered targets according to students' starting points because students may begin at varying levels of preparedness.

**24. Do administrator SLGs goals need to address BOTH math and reading? NEW**

Principals are required to set at least two goals, one of which must focus on **either** reading or math and be measured using the statewide assessment. If one goal is focused on reading, for example, the second goal could focus on math, but that is not required. The second goal must, however, be an academic goal and must be measured using a district-wide or school-wide assessment.

**25. Are central office administrators required to set SLG goals? REVISED**

District (central)office administrators have a vital role in developing systems of support to help schools improve the quality of teaching and learning and student achievement. SB 290 allows each administrator to establish student learning goals that are based on the individual circumstances and assignment of the administrator. District office administrators may use broad discretion when setting SLG goals based on groups of schools, groups of students, or subject areas most relevant to the administrator's job responsibilities, or on district-wide student learning results.

**26. Are Speech Language Pathologists (SLP) required to set SLG goals?**

Guidance provided in "Who is evaluated under SB 290?" indicates that TSPC licensure is the first "filter" in determining who should be evaluated, based on Oregon's definition of teacher (see Question1). As per this definition, only those SLPs who are licensed by TSPC and provide instruction (including specially designed instruction for special education) to students are required to set student learning and growth goals. SLPs who provide related services (ORS 342.035(15)) would not be required to set SLG goals.

**27. How should teachers whose job it is to move students out of intervention programs (e.g., Title I teachers, special education teachers, speech pathologists) set SLG goals since they do not necessarily have an intact group of students all year?**

All teachers should set SLG goals for student learning and growth that reflect the responsibilities of their job assignment. For example, teachers who are responsible for student learning in intervention programs could write a goal about the progress of students exiting the program within the timeframe outlined in

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their individual plan, or they could look at all the students they teach and create goals around a cohort with the greatest number of students who have similar needs.

Another approach might be to create one goal that covers students who do not exit the program and be based on growth in learning in the program, and the other goal would cover the number or percentage of students that exit. They could write the goal as growing from a baseline to exit criteria.

### **28. How do special education teachers/personnel who instruct students with IEPs set SLG goals?**

Just like their general education counterparts, Special Education teachers set two student learning and growth goals. Because Special Education teachers provide individualized instruction specific to the needs identified in students' Individualized Education Plans (IEPs), there are different ways to conceptualize how to set student learning and growth goals. Information contained within various sections of the IEP is one valuable source among many that may be used to inform student learning and growth goals, and can be used to provide baseline data. Special Education teachers would write goals around a specific content area and use those students to whom they provide instruction and/or services as their intact group. The educator should aim for including as many students as possible into their two goals **and** should set as long a period as possible for each goal.

### **29. Are Special Education teachers required to use state assessments to set an SLG goal?**

The measure used by the teacher depends on the teacher's role in the core content instruction. Special Education teachers who provide a student's only instruction in English language arts or math should use state assessments as one measure for students who take state assessments. Those teachers who are not the primary provider of instruction in English language arts and math, but who provide additional, intensive instruction in ELA and math for students on IEPs, are not required to use state assessments or the Extended Assessment as a measure of student growth. Measures outlined in the student's IEP that fit the criteria of Category 2 would be more appropriate measures than the state assessment or the Extended Assessment.

### **30. Are Special Education teachers required to use the Extended Assessment to set an SLG goal?**

The measure used by the teacher depends on the teacher's role in the core content instruction. Special Education teachers who provide a student's only instruction in English language arts or math should use the Extended Assessment as the measure for those students who take the Extended Assessment. The Extended Assessment is designed specifically for students with the most significant cognitive disabilities and is based on alternate achievement standards. As part of Oregon's overall assessment system the Extended Assessment is a statewide assessment and therefore should be used as a Category 1 measure for those teachers who are the primary providers of instruction in English language arts or math. Special Education teachers, consistent with general education teachers, should use multiple measures to assess student growth.

Those teachers who are not the primary provider of instruction in English language arts and math, but who provide additional, intensive instruction in ELA and math for students on IEPs, are not required to use the state assessment or the Extended Assessment as a measure of student growth. These teachers are still expected to set goals and measure them, but measures outlined in the student's IEP that fit the criteria of Category 2 would be more appropriate measures than the state assessment or the Extended Assessment.

### **31. Are ELD teachers required to use the ELPA to set a SLG goal from Category 1?**

Teachers who only provide instruction in English Language Proficiency (often called ELD teachers) are not considered teachers in "tested grades and subjects" because they are not providing instruction in the

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content areas of ELA and math, but rather the language skills necessary to access those content areas. Consequently, they would not be required to set a goal using a Category 1 measure. Sheltered instruction teachers who provide both instruction in ELA or math content **and** language proficiency would be required to set a goal using Category 1. However, because the ELPA provides valuable information about student proficiency in English, ELD teachers are strongly encouraged to use this data both for setting and measuring their goals for student learning.

### **32. Can CTE teachers set SLG goals around the development of students' employability skills?**

Yes. The content of instruction provided by CTE teachers encompasses technical, academic, and employability skills. When setting Student Learning and Growth goals CTE teachers should use standards appropriate to their instruction which could include academic content standards such as CCSS for Literacy and Mathematics, Oregon's Science Standards, as well as the Common Career Technical Core (CCTC) including the career ready practices, the Oregon Skill Sets, and the Oregon Essential Skills.

### **33. Can a Career and Technical (CTE) Technical Skills Assessment be used as a Category 2 measure of student growth?**

In order to use a CTE Technical Skills Assessment as a Category 2 measure of student learning and growth the assessment must be a district-wide or school-wide measure that meets state criteria. In addition, the CTE Technical Skills Assessment must not be supported with federal Perkins funds in order to avoid supplanting issues.

## **SLGs AND ASSESSMENTS**

**Note:** Districts will not have to use Category 1 state assessment to measure SLG goals during the 2014-15 school year as Oregon transitions from OAKS to SMARTER. Educators will use measures from Category 2 for both SLG goals.

### **34. What types of measures can be used to evaluate SLG goals? **NEW****

Selecting and/or developing assessments may be one of the most important steps in the SLG goal process. These measures enable educators to determine growth toward and attainment of the SLG goal. There are two categories of measures for SLG goals outlined in Table 1 of the [Student Learning and Growth Goal Setting Guidance](#).

Category 1 is the Oregon state assessment for ELA and Math.

Category 2 measures include:

- 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

### **35. How do you select appropriate assessments for SLG goals? **NEW****

All assessments must be aligned to state or national standards and meet criteria to ensure quality. ODE has developed [criteria](#) for selecting or developing valid and reliable assessments. Valid assessments measure what they are designed to measure. Reliable assessments are those that produce accurate and consistent results. Each district will determine if the assessments that are used to measure SLG goals need to be comparable across just a school or across all schools within the district.

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- 36. How do educators set SLG goals when there is no statewide assessment baseline data to draw from?**  
In grades where there is no baseline statewide data teachers could use district performance assessment data or a pre-assessment done at the beginning of the course or school year for setting their goals.
- 37. With finalized statewide assessment data not available until summer, how can districts provide evaluation feedback to teachers on goal attainment? REVISED**  
Districts are not required to use state assessments for the 2014-15 school year for summative evaluations. The Oregon Department of Education will provide guidance for evaluations as the new statewide assessment is implemented.
- 38. Will the state be providing typical growth targets for the Extended Assessment as it does for the state assessment? Or are there other tools we can use to help Special Educators know what progress is realistic yet rigorous for their students who take this assessment?**

ODE is not providing growth targets for students taking the Extended Assessment at this time. Given the size of the population, ODE is exploring the possibility of developing a valid and reliable measure of growth for these students.

### EVALUATION AND GROWTH CYCLE

- 39. Is there a difference between how often probationary and contract teachers/administrators are evaluated?**  
Yes. The summative evaluation must occur on a cycle determined by the educator's contract status. Probationary teachers and administrators must be evaluated every year and contract teachers and administrators every two years.
- 40. Are probationary teachers required to receive a formal evaluation?**  
Though Oregon statute does not specifically address formal observations for probationary teachers, providing probationary teachers with formal observations during the three year probationary period would be best practice.
- 41. How will the March 15th deadlines for probationary teacher decisions be accommodated; as state assessment results will not be available?**  
In making decisions about whether to renew a probationary teacher's contract districts must consider multiple pieces of evidence. Evidence could include teacher performance on professional practice and responsibility standards as well as progress toward meeting SLG goals that are based on other assessments.
- 42. Do district goal setting calendars have to be fall through spring?**  
As long as districts have a cycle for evaluation and professional growth as outlined in the Oregon Framework for Educator Evaluations the district may determine the schedule.
- 43. Are professional goals required to be set annually?**  
All educators are required to set at least one professional goal. The frequency of goal setting depends on the educator's contract status. Probationary teachers and administrators are required to be evaluated annually and must therefore set annual professional goals. With contracted teachers and administrators districts have discretion for determining how many professional goals will be set over the two year cycle.

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### 44. What are some examples of tools for self-reflection could be useful in informing goal setting for professional goals?

For districts using the Danielson Framework for Teaching, the elements, indicators and critical attributes included in the document can be used to help inform goal setting. Similarly, the Salem-Keizer LEGENDS rubric for teachers includes guiding questions that can be used to support this process. Districts not using one of these two models could use these examples to develop their own guiding questions.

### 45. How is an educator's summative evaluation determined? **NEW**

Beginning in the 2014-15 school year, all districts will use the Oregon Matrix Model for their 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. A detailed description of the Oregon Matrix can be found at <http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/oregon-matrix-model-for-educator-evaluation-may-2014-2.docx>

### 46. What if a teacher or principal does not meet their SLG goals? How does that affect their summative evaluation? **REVISED**

Due to the complex nature of teaching and administrator practice, a single measure does not provide sufficient evidence to evaluate performance. District evaluation and support systems are required to include multiple measures for this very reason. Evaluations are expected to be based on a review of all the evidence; SLG goals are just one piece. Performance on student learning and growth is factored into the summative evaluation along with evidence of professional practice and professional responsibility. An educator's summative evaluation will help determine the next steps in their professional growth cycle and aligned professional learning opportunities.

For educators who are evaluated on an annual basis, both SLG goals set each year will be used in determining the summative score. For those educators on a two year evaluation cycle, two out of the four goals written during the two year period are selected for inclusion in the summative evaluation. SLGs will be scored using Oregon's SLG Scoring Rubric. More information on scoring SLGs and determining summative evaluations can be found in the [Oregon Matrix](#) document.

### 47. What if, as part of the evaluation cycle, it is determined that sufficient progress on SLG goals is not being made? Can the goal be revised?

Student learning and growth goals should be rigorous, but attainable. Teachers and administrators complete goal setting in collaboration with their supervisor/ evaluator. During the collaborative planning process, the educator and supervisor/evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate research-based strategies, quality of evidence and standards addressed. Goals must remain the same throughout the year, but strategies for attaining the goals may be revised as part of the professional conversation between the educator and evaluator.

### 48. If contract teachers are evaluated every two years, are the student learning and growth goals approved for two years, or every year? **REVISED**

Setting SLG goals is an annual process for all educators, therefore SLG goals are approved every year. In the summative evaluation of contract teachers, two of the four goals are selected to determine the SLG performance level.

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### 49. Are districts required to provide their teachers and administrators with a summative score?

For reporting purposes, USDE requires that ODE collect districts' summative evaluation data aggregated and the school and district level in the Teacher and Principal Data Collection. Teacher summative performance levels are aggregated at the school level. Principal summative performance levels are aggregated at the district level. It is the decision of individual districts as to whether they provide summative ratings to their staff.

### 50. Some instruction in our district is delivered by teachers who are provided through the ESD. Who is responsible for conducting their evaluation - the district or the ESD?

Whoever employs the teacher is responsible for evaluating the teacher. If the teacher is employed by the ESD then the ESD would be responsible for the evaluation under SB 290.

## DIFFERENTIATED PERFORMANCE LEVELS (RUBRICS)

### 51. Do all elements of a particular rubric need to be evaluated during each evaluation cycle?

One required element of all evaluation systems is that they provide aligned professional learning (professional development) that is informed by the results of the evaluation and targeted to the needs of the educator. Since every educator will have unique areas of strength and areas for improvement it is reasonable to assume that the evaluation and professional learning may be targeted to specific areas represented by the rubric. However, gathering baseline data for all teachers on all aspects of the rubric would be advisable as part of the first evaluation cycle.

### 52. If a district is using an ODE Recommended Rubric (e.g., Danielson) is the district allowed to make changes to the rubric?

Districts are welcome to make changes to a recommended rubric if doing so will provide a better fit between the rubric and the district. However, if a district changes more than 10% of a recommended rubric then a match gap analysis must be submitted along with the modified rubric in order to assure alignment between the modified rubric and the standards.

### 53. ODE has recommended rubrics for teachers and administrators. Will ODE create rubrics for specialized staff (e.g., speech pathologists, counselors, etc.) or must districts create their own rubrics for these categories? **REVISED**

Districts can look to national organizations to identify standards that may be used to modify the district's existing rubrics or for developing rubrics for specialized instructional support personnel. For example, the American School Counselor Association

<http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

The Center for Great Teachers and Leaders (GTL) provides recommended guidance documents for specialized personnel including [Evaluating Specialized Instructional Support Personnel](#). The GTL website also provides [link](#) to examples from other states which districts may find helpful.

Two of the ODE recommended rubrics (LEGENDS and Danielson) have already created specialized rubrics which are linked in the [Educator Effectiveness Toolkit](#).

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## OTHER

### **54. What are the state reporting requirements for teacher evaluation results?**

The current Principal and Teacher Evaluation data collection has been aligned to the four performance levels defined in the Oregon Framework for Educator Evaluations. Teacher summative performance levels are aggregated at the school level, i.e. how many teachers rated a 1, 2, 3, 4 in the school. Principal evaluation data is aggregated at the district level, i.e. how many principals rated a 1, 2, 3, 4 at the district level.

### **55. Can peer observations be used in the evaluation system?**

Peer collaboration is encouraged as an effective practice. Peer evaluation of teachers may be used in the formative process, but under current Oregon law it is not used in summative evaluation.

### **56. What role do the results of educator evaluations have in making hiring determinations?**

The Framework does not mandate how evaluations must be used, but rather "School districts must describe in local board policy how their educator evaluation and support system is used to inform personnel decisions (e.g., contract status, contract renewal, plans of assistance, placement, assignment, career advancement, etc.)"

### **57. Will districts be allowed to modify and refine their systems?**

Continuous improvement, review, and revision should be at the core of educator effectiveness work. It is expected that districts will continue to revise and refine their systems over time to ensure that they work in practice and provide effective professional development for our educators. This includes changing the rubric used by the district, as long as it is aligned to the Oregon adopted standards for teacher and administrator practice.