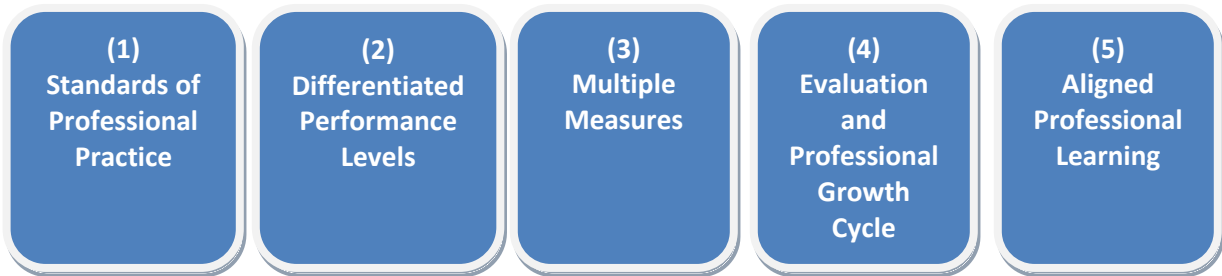


Oregon's Matrix Model for Educator Summative Evaluations

Oregon's Requirements for Teacher and Administrator Evaluation and Support Systems

Teacher and administrator evaluation and support systems in all Oregon school districts must include the following five elements described in the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*:



These five required elements defined below establish the parameters for local evaluation and support systems. The Oregon Framework describes the state criteria for each of these elements. Districts must align their systems to these elements but have local flexibility in their design and implementation. Local systems must meet or exceed the state criteria for evaluation and support systems.

1. **Standards of Professional Practice.** The state adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards define what teachers and administrators should know and be able to do to ensure that every student is ready for college, careers and engaged citizenship in today's world. Districts' selected rubrics must align to these standards.
2. **Differentiated (4) Performance Levels.** Districts select a rubric to evaluate teacher and administrator performance on the standards of professional practice measured on four performance levels. Each level is defined as follows: Level 1 = does not meet standards; Level 2 = progress toward meeting standards; Level 3 = meets standards; Level 4 = exceeds standards.
3. **Multiple Measures.** Multiple sources of data are used to measure teacher and administrator performance on the Standards of Professional Practice, including evidence from: professional practice, professional responsibilities, and student learning and growth.
4. **Evaluation and Professional Growth Cycle.** Teachers and administrators are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment and summative evaluation. The **Oregon Matrix Model** is used for the summative evaluation. The matrix model combines measures for professional practice (PP) and professional responsibilities (PR) and student learning and growth (SLG). The Y-axis represents the performance level for PP/PR, and the X-axis represents the performance level for SLG. The educator's Professional Growth Plan and overall summative performance level are determined by the intersection of the Y- and X-axes. Student Learning and Growth accounts for 20% (with inquiry process) of the educator's summative evaluation. The Oregon Matrix Model is described on the following pages.
5. **Aligned Professional Learning.** Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's or administrator's evaluation and his/her need for professional growth.

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The Oregon Matrix for Summative Evaluations for Teachers and Administrators

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. 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: Combined Rating on Professional Practice and Professional Responsibilities (PP/PR)	LEVEL 4 <i>(Highest)</i>	COLLEGIAL PLAN With focus on SLG Goals <i>*SLG INQUIRY</i> due to LOW level of fidelity between measures 3	FACILITATIVE or COLLEGIAL PLAN With focus on SLG Goals Determined post inquiry <i>*SLG INQUIRY</i> due to only SOME level of fidelity between measures 3 or 4	FACILITATIVE PLAN Educator leads development of Professional Growth Plan GOOD level of fidelity between measures 4	FACILITATIVE PLAN Educator leads development of Professional Growth Plan HIGHEST level of fidelity between measures 4
	LEVEL 3	COLLEGIAL or CONSULTING PLAN With focus on SLG Goals Determined post inquiry <i>*SLG INQUIRY</i> due to SOME level of fidelity between measures 2 or 3	COLLEGIAL PLAN With focus on SLG Goals GOOD level of fidelity between measures 3	COLLEGIAL PLAN Educator and evaluator collaboratively develop Professional Growth Plan HIGHEST level of fidelity between measures 3	COLLEGIAL PLAN Educator and evaluator collaboratively develop Professional Growth Plan GOOD level of fidelity between measures 3
	LEVEL 2	CONSULTING PLAN With focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Plan GOOD level of fidelity between measures 2	CONSULTING PLAN With focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Plan HIGHEST level of fidelity between measures 2	CONSULTING PLAN Evaluator consults with the educator and guides development of Professional Growth Plan GOOD level of fidelity between measures 2	COLLEGIAL or CONSULTING PLAN Determined post inquiry <i>*PP/PR INQUIRY</i> due to only SOME level of fidelity between measures 2 or 3
	LEVEL 1 <i>(Lowest)</i>	DIRECTED PLAN With focus on SLG Goals Evaluator determines Professional Growth Plan HIGHEST level of fidelity between measures 1	DIRECTED PLAN With focus on SLG Goals Evaluator determines Professional Growth Plan GOOD level of fidelity between measures 1	CONSULTING or DIRECTED PLAN Determined post inquiry <i>*PP/PR INQUIRY</i> due to only SOME level of fidelity between measures 1 or 2	CONSULTING PLAN Evaluator consults with the educator and guides development of Professional Growth Plan <i>*PP/PR INQUIRY</i> due to only LOW level of fidelity between measures 2
		LEVEL 1 <i>(Lowest)</i>	LEVEL 2	LEVEL 3	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.

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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?

I. **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
 - 2.81-3.59 =3 PP/PR
 - 1.99 – 2.8 = 2 PP/PR*
 - < 1.99 = 1 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.

5. Find the PP/PR performance level (1-4) on the Y-axis of the matrix.

II. **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. The level of performance on SLG will be determined by scoring the SLG goals using the Oregon SLG Goal scoring rubric (see page 4). 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 and 11) and administrators must use Category 1 assessments for one of the two goals.*

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: <ul style="list-style-type: none"> • 4 on both goals 	You could score: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 1 on both goals, or • 1 on one goal & 2 on one goal

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III. Scoring Student Learning and Growth (SLG) Goals

SLG goals are detailed, measurable goals for student academic growth aligned to standards and developed by educators and their supervisors. They are rigorous, yet attainable goals. 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. 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 where the students' performance level is at the start of the course/class. The educator sets two annual SLG goals between which all students in a class or course are included.

The following tools are used to score SLG goals to determine the educator' impact on SLG in the summative evaluation.

SLG Quality Review Checklist

Before SLG goals are used in teacher and administrator evaluations, this checklist should be used in in order to approve them. For an SLG goal to be approved, all criteria must be met.

Baseline Data	Yes	No
Is baseline data used to make data-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?		
Student Learning and Growth Goals		
Is the SLG goal written as a "growth" goals vs. "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address relevant and specific knowledge and skills aligned to the course curriculum based on state or national content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

SLG Scoring Rubric

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and supervisor/evaluator. This rubric applies to both teacher and administrator evaluations.

Level 4 <i>(Highest)</i>	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 <i>(Lowest)</i>	This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

IV. 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 intersect 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.

V. Inquiry Processes

Student Learning and Growth Inquiry Process (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.

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Professional Practice and Professional Responsibility Inquiry Process (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 administrator) 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.

VI. Aligned Professional Learning

All educators Professional Growth Plans should include aligned professional learning tailored to meet their individual growth needs.

LOCALLY CUSTOMIZED COMPONENTS OF THE MATRIX

District Labels for Levels 1-4

Levels 1-4 are the four differentiated levels of performance on the district's selected rubric. These levels are defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems. If a district's collaborative design team chose labels for these levels, such as Distinguished, Proficient, Basic, and Unsatisfactory, then districts may customize the matrix by adding those labels to the Y- and X-axes.

Other Systemic Differentiated Supports

Best practice would include other systemic differentiations in order to support educators in their professional growth; in other words, depending on what Professional Growth Plan an educator is on, other parts of the evaluation and support systems should differ to accommodate an educator's growth needs.

It is highly recommended that additional supports be provided for educators on Directed and Consulting Professional Growth Plans. Additionally, it is important to differentiate supports for educators who are meeting or exceeding standards. Some local customizations could include, but are not limited to:

- Frequency/duration of check-in meetings with evaluator
- For SLG Goals focused plans, additional training may be necessary on how to set strong SLG goals, how to utilize assessment data, how to progress monitor, etc.
- Number of professional growth goals
- Number of observations (for example, more observations and/or longer observations as the level of plan becomes more supported or directed)
- Number of artifacts for performance level substantiation
- Participation in a mentorship program (as a mentor or mentee) or participation in peer observation structures for formative feedback
- Length of or required number of professional goals could change and adapt based on needs, etc.
- Self-reflection practices (self-assessment, reflection, etc.)
- Frequency/medium of aligned professional learning opportunities (as identified via rubric).