Oregon's Educator Evaluation Systems: What All Districts Need to Know

Presented by:

Dr. Theresa Richards

Director of Educator Effectiveness

Oregon Department of Education

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ESEA Waiver Update

- ESEA waiver approved October 2014 - Oregon's guidelines for teacher and administrator evaluation systems, including, including the Oregon Matrix, SLG goal process, Regional Peer Review Panels

  - In 2015 ESEA waiver renewal (due March 30, 2015), Oregon must provide further guidance to ensure consistency and rigor when setting and evaluating SLG goals using state assessment data

- Numbered Memorandum 003-2014-15
  http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=10253&TypeID=4

- OAR 581-022-1723 will be revised to reflect ESEA waiver requirements

Requirements for 2014-15

- The Oregon Matrix is required for combining multiple measures (*Professional Practice, Professional Responsibilities & Student Learning And Growth)* in teacher and administrator summative evaluations in 2014-15

- Student Learning and Growth (SLG) Goal Guidance:
  - Required SLG Goal Components
  - SLG Quality Review Checklist
  - SLG Scoring Rubric
  - Categories of Measures for SLG Goals and Assessment Criteria

- Districts do not have to use state assessments for SLG goals in 2014-15
  - Must set 2 SLG goals using Category 2 assessments

Requirements for 2014-15

- **Teacher and Principal Evaluation Data Collection**
  - Federal data collection
  - Districts submit summative evaluation ratings aggregated at the school level for teachers and at the district level for principals
    - How many teachers/principals rated a 1
    - How many teachers/principals rated a 2
    - How many teachers/principals rated a 3
    - How many teachers/principals rated a 4
  - Revised to reflect the four levels defined in the Oregon Framework for Evaluations

THE OREGON MATRIX

For
Summative
Evaluations

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Oregon Matrix in the Evaluation Cycle

Professional Learning and Growth

- Self Assessment/ Reflection
- Goal Setting
- Observation/Collection of Evidence
- Formative Assessment/ Mid Year Review
- Observation/Collection of Evidence
- Summative Evaluation — **Oregon Matrix**

Summative Evaluations Based on Multiple Measures

Oregon teacher evaluations must include measures from three categories of evidence:

Professional Practice (PP)

Aligned to the standards of professional practice

Student Learning and Growth (SLG)

Professional Responsibilities (PR)

The Oregon Matrix

Y-Axis: PP / PR					
	LEVEL 4	**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	**Directed** 1	**Directed** 1	**Consulting *or* Directed** * PP/PR Inquiry 1 or 2	**Consulting** * PP/PR Inquiry 2
	Inquiry Process	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4

X-Axis: SLG

Inquiry Process

- In place where the Y- and X-axes do not tell the same story
- Must gather more evidence prior to a determination of plan and/or summative performance level
- Inquiry happens collaboratively
- Educator can also provide additional evidence

Y-Axis: Professional Practice & Responsibilities

Example of Rubric Components

I. Planning and Preparation	II. Classroom Environment	III. Instruction	IV. Professional Responsibilities
1a. Knowledge of Content and Pedagogy	2a. Creating an Environment of Respect and Rapport	3a. Communicating with Students	4a. Reflecting on Teaching
1b. Demonstrating Knowledge of Students	2b. Establish a Culture for Learning	3b. Questioning and Discussion Techniques	4b. Maintaining Accurate Records
1c. Setting Instructional Outcomes	2c. Managing Classroom Procedures	3c. Engaging Students in Learning	4c. Communicating with Families
1d. Demonstrating Knowledge of Resources	2d. Managing Student Behavior	3d. Using Assessment in Instruction	4d. Participating in a Professional Community
1e. Designing Coherent Instruction	2e. Organizing Physical Space	3e. Demonstrating Flexibility and Responsiveness	4e. Growing and Developing Professionally
1f. Designing Student Assessments			4f. Showing Professionalism

Y-Axis = PP/PR Rating

- Add up all component scores for total points possible;
- Divide by number of components in your rubric;
- Get a rating between 1 and 4;
- Use Y-Axis threshold to determine PP/PR level:
  - 3.6 - 4.0 = 4
  - 2.81-3.59 =3
  - 1.99 – 2.8 = 2 *
  - < 1.99 = 1

*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.

EXAMPLE

- District rubric with 20 components
- Component ratings:
  - 15 components were rated 3; and 5 were rated 2 = 55 points possible
  - 55/20=2.75

  - 2.75 = Level 2 PP/PR Rating

X-Axis = SLG Rating

- SLG performance level based on two goals
- Two-year cycle select two of four goals; include one Category 1 goal for tested grades/subjects*;
- Score SLG goals with state SLG Scoring Rubric;
- Get a rating between 1 and 4;
- Use X-Axis thresholds to determine SLG level:
  - 4 = both goals 4s
  - 3 = both goals 3s; one goal 3 & one goal 4; one goal 2 & one 4
  - 2 = both goals 2s; one goal 2 & one 3; one goal 1 & one 3; one goal 4 & one 1
  - 1 = both goals 1s; one goal 1 & one 2

EXAMPLE

- One SLG was rated 2
- One SLG was rated 3

➢ X-Axis Rating = Level 2 SLG Rating

EXAMPLE: Y-axis = 3 & X-axis = 2

Y-Axis: PP / PR	**LEVEL 4**	**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	**Directed** 1	**Directed** 1	**Consulting *or* Directed** ** PP/PR Inquiry* 1 or 2	**Consulting** ** PP/PR Inquiry* 2
*Inquiry Process		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
		X-Axis: SLG			

Professional Growth Plans

- Intersection of the Y-and X-axes determine the overall performance level and corresponding professional growth plan
  - Facilitative
  - Collegial
  - Consulting
  - Directed

  Who takes the lead between educator and evaluator in developing professional growth goals

- Districts may change the names but must keep the intent of the "plans" as defined in the Oregon Matrix guidance
- Part of the evaluation cycle and aligned professional learning

Local Collaborative Teams Can Customize…

➢ 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

REGIONAL PEER REVIEW PANELS (PRP)

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Regional Peer Review Panel
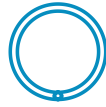
- As a requirement of the ESEA waiver, ODE must establish a process to ensure that all districts implement a comprehensive, high-quality evaluation and support system consistent with state guidelines.

- What purpose do the regional Peer Review Panels (PRP) serve?
  - Feedback on each school district's evaluation system
  - Identify supports tailored to each school district's needs
  - Identify best practices to share
  - Facilitate regional collaboration

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Regional Peer Review Panel

- ## Support to Districts
  - ODE will design professional learning and regional support based on district needs
  - ODE will disseminate promising practices

- ## Accountability
  - Requirement of ESEA Waiver and OAR 581-018-0315
  - ODE will monitor the PRP process in each region
  - ODE will follow up with districts in need of support to ensure gaps are addressed

Regional Peer Review Panel

- Districts complete self-appraisal and two-page summary outlining strengths and gaps
- Submit to ESD Coordinator 2 weeks prior to PRP; Panels review
- District representatives meet with PRP for one-hour conversation
  - District and PRP discuss strengths and gaps & determine next steps
- PRP lead provides summary to ODE
- District upload PRP summary/next steps in Indistar
- **PRPs must be completed before the end of February, 2015**
- ODE reports districts' implementation progress to USED in ESEA Waiver renewal