

The Oregon Framework

Connecting SB 290 and Best Practices

Required Elements of Teacher and Administrator Evaluation

- Standards of Professional Practice
- Differentiated Performance Levels
- Multiple Measures
- Evaluation and Professional Growth Cycle
- Aligned Professional Learning
- Plan for Implementation and Training

What are the purposes of Oregon Framework?

A professional learning tool for educators!

- ✓ Focus on student results
- ✓ Explicitly connecting leading, teaching and learning
- ✓ Improve instructional and leadership practices and educator performance
- ✓ Tool for school improvement

MULTIPLE MEASURES FOR TEACHER & PRINCIPAL EFFECTIVENESS

Oregon Framework for
Teacher and Administrator
Evaluation and Support
Systems

Professional
Practice

Professional
Responsibilities

Student Learning
and Growth

All measures are
supported through
artifacts and
evidence.

Student Learning and Growth Goal:

A specific, rigorous, long-term goal for groups of students that represents the most important learning during an interval of instruction.

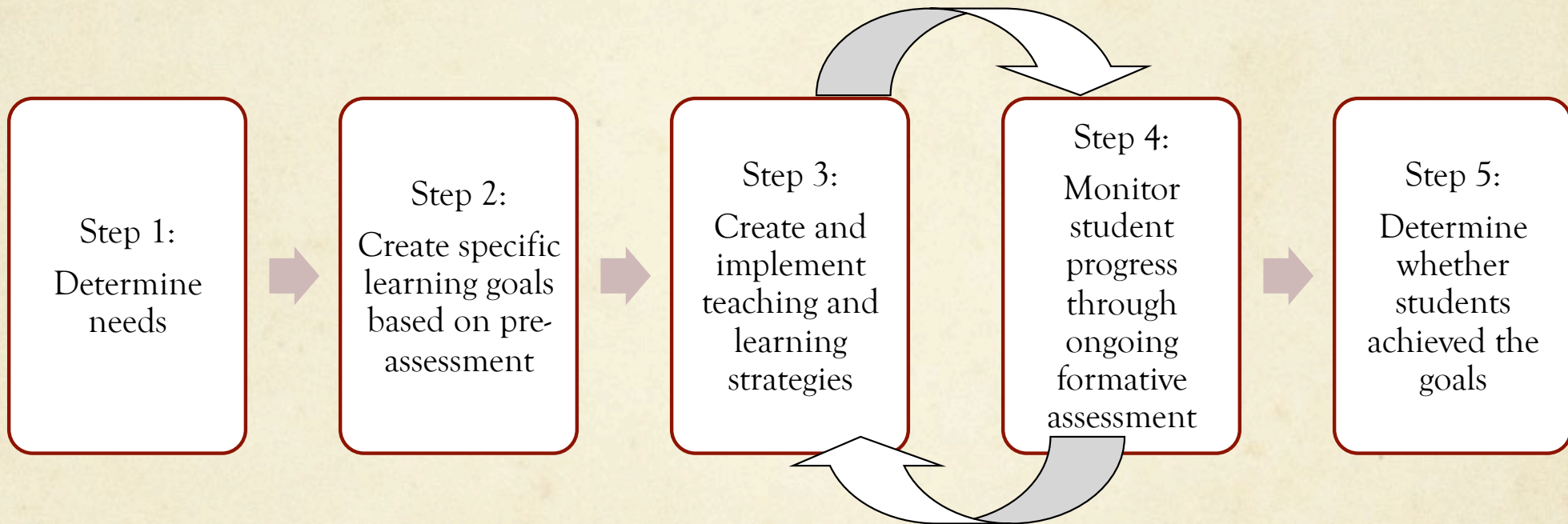
- ✓ Determined in consultation with evaluator
- ✓ Covers a course or class
- ✓ Job-specific
- ✓ Includes all students
- ✓ Based on student need identified via data
- ✓ Tested grades and subjects

Assessment Requirements

Types of measures of student learning and growth :

Category	Types of Measures of Student Learning (aligned to standards)	Examples include, but are not limited to:
1	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments
2	Common national, international, regional, district-developed measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms
3	Classroom-based or school-wide measures	Student performances, portfolios, products, projects, work samples, tests
3	Other school-wide or district-wide measures	Graduation rate, attendance rate, drop-out rate, discipline data, college ready indicators (PSAT, AP/IB)

Student & Professional Growth Process



Evaluation and Professional Growth Cycle



Purpose of Observations

- The purpose of observation is to:
 - Collect accurate, relevant evidence to evaluate against instructional and/or leadership frameworks, and
 - Provide educators with quality feedback.

High-Quality Observation

- **Frequent:** research agrees that a single observation of teacher or leader practice is insufficient for capturing evidence to generate accurate and reliable ratings.
- **Focused:** observers must know in advanced what they are looking for and should review educator goals and a few, focused components/indicators.
- **Comprehensive:** captures evidence appropriate for assessing the educator against the required criteria; also includes variation in timing.
- **Accurate:** minimizes bias and error to ensure that collection and review of the data produces an authentic assessment of the educator's performance.
- **Useful & Timely Feedback:** generates detailed, focused feedback for improvement.

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