

District Teacher and Administrator Evaluation & Support System Assurances Template



The assurances for educator evaluation and support systems will be due to ODE by July 1, 2013. They are intended to ensure that school districts across Oregon implement evaluation systems that are aligned with the five required elements outlined in the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems* (SB 290, OARs 581-022-1723, 1724, and 1725, and USED waiver criteria). **These requirements must be implemented in all schools for all evaluations beginning in the 2013-2014 school year.**

Directions for Submission:

1. These assurances must be signed by both the (i) Superintendent and (ii) the President/Chair of the School Board.
2. **This template must be emailed by July 1, 2013 to ode.evaluation@state.or.us.** Please title your email with your district name and "Educator Evaluation and Support System."
Example: ABC School District Educator Evaluation and Support System
3. Additional materials may need to be included in the submission if the district is not using Oregon's adopted standards or a recommended rubric. These additional materials are identified within this template.

We hereby certify that Three Rivers School District assures the following:

A. COLLABORATION

School districts are required to develop or modify their teacher and administrator evaluation systems in collaboration with administrators, teachers, and their exclusive bargaining representatives (ORS 342.850(2)(a); SB 290; and OAR 581-022-1723). A collaborative process involving teachers and administrators will result in meaningful evaluations and a stronger evaluation system.

- ☒ The district Teacher and Administrator Evaluation and Support System was developed in collaboration with administrators, teachers, and bargaining representatives.

B. REQUIRED ELEMENTS FOR EVALUATION AND SUPPORT SYSTEMS

Element 1: Standards of Professional Practice

School district boards must include the Core Teaching Standards and Educational Leadership/Administrator Standards adopted by the State Board of Education for all evaluations of teachers and administrators.

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TEACHING STANDARDS OF PROFESSIONAL PRACTICE – Check one of the following:

- ☒ The district is using Oregon's Model Core Teaching Standards (InTASC).

OR

- ☐ The district has developed teaching standards of professional practice aligned to the Oregon Model Core Teaching Standards.

Districts that have developed their own teaching standards or have modified the state adopted standards are required to attach to their submission:

- ☐ A crosswalk using this template showing strong alignment to Oregon's Model Core Teaching Standards (InTASC).

ADMINISTRATOR STANDARDS OF PROFESSIONAL PRACTICE – Check one of the following:

- ☒ The district is using Oregon's Educational Leadership/Administrator Standards (ISSLC/ELCC).

OR

- ☐ The district has developed administrator standards of professional practice aligned to the Oregon Educational Leadership/Administrator Standards.

Districts that have developed their own administrator standards or have modified the state adopted standards are required to attach to their submission:

- ☐ A crosswalk using this template showing strong alignment to Oregon's Educational Leadership/Administrator Standards (ISSLC/ELCC).

Element 2: Differentiated Performance Levels

*Oregon's evaluation framework uses a rating scale based on four performance levels: Level 1 (lowest) to Level 4 (highest). All district evaluation systems must include rubrics that use the four levels of performance identified in the Framework. Districts have the flexibility to name the levels, for example: ineffective, emerging, effective, and highly effective. Regardless of the terms used, they must be aligned to the performance levels described in the Framework. **Level 3 represents a proficient educator.***

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RUBRIC FOR TEACHER EVALUATION

- ☒ The rubric being used for teacher evaluation is aligned to the standards and has four levels as defined by the Oregon Framework with Level 3 representing a proficient teacher.

Check A, B or C to describe your district teacher rubric:

- A. The district is using one of the ODE recommended teacher rubrics.

- ☐ Danielson (2011) ☐ Salem-Keizer
☐ Marshall ☐ Marzano

OR

- B. The district **has modified** one of the ODE recommended teacher rubrics.

- ☐ Danielson (2011) ☒ Salem-Keizer
☐ Marshall ☐ Marzano

***Districts that have modified a state recommended rubric are required to attach to their submission:**

- ☒ A copy of the teacher rubric, and
☐ A gap analysis/crosswalk using this template showing strong alignment to Oregon's Model Core Teaching Standards (InTASC) **if more than 10% of the indicators in the original rubric have been changed by the district.**

OR

- C. The district has developed a teacher rubric that is aligned to Oregon's Model Core Teaching Standards (InTASC).

***Districts that have developed their own rubric are required to attach to their submission:**

- ☐ A copy of the teacher rubric, and
☐ A gap analysis/crosswalk using this template showing strong alignment to Oregon's Model Core Teaching Standards (InTASC).

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RUBRIC FOR ADMINISTRATOR EVALUATION

☒ The rubric being used for administrator evaluation is aligned to the standards and has four levels as defined by the Oregon Framework with Level 3 representing a proficient administrator.

Check A, B or C to describe your district administrator rubric:

A. The district is using one of the ODE recommended administrator rubrics.

- ☒ Salem-Keizer
- ☐ Pendleton
- ☐ Oregon Educational Leadership/Administrator Rubric

Note: Additional administrator rubrics will be added to the assurance template posted on the ODE website.

OR

B. The district **has modified** one of the ODE recommended administrator rubrics.

- ☐ Salem-Keizer
- ☐ Pendleton
- ☐ Oregon Educational Leadership/Administrator Rubric

***Districts that have modified a state recommended rubric are required to attach to their submission:**

- ☐ A copy of the administrator rubric, and
- ☐ A gap analysis/crosswalk using this template showing strong alignment to Educational Leadership/Administrator Standards (ISLLC) **if more than 10% of the indicators in the original rubric have been changed by the district.**

OR

C. The district has developed an administrator rubric that is aligned to Oregon's Educational Leadership/Administrator Standards (ISLLC).

***Districts that have developed their own rubric are required to attach to their submission:**

- ☐ A copy of the administrator rubric, and
- ☐ A gap analysis/crosswalk using this template showing strong alignment to Oregon's Educational Leadership/Administrator Standards (ISLLC).

Element 3: Multiple Measures

The evaluation system must include a variety of evidence-based measures to evaluate teacher and administrator performance and effectiveness, based on the Oregon Model Core Teaching Standards (InTASC) and the Educational Leadership/Administrator Standards (ISLLC). To provide a balanced view of performance, evaluations of all teachers and building administrators must include evidence from the following three categories: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth.

MULTIPLE MEASURES FOR TEACHER EVALUATION

- ☒ The district Educator Evaluation and Support System includes multiple measures of **Professional Practice** (*Evidence of the quality of teachers' planning, delivery of instruction, and assessment of student learning.*) NOTE: As described on p.22 of the Framework, multiple measures for Professional Practice need to include both classroom observations and examination of artifacts of teaching.
- ☒ The district Educator Evaluation and Support System includes multiple measures of **Professional Responsibility** (*Evidence of teachers' progress toward their own professional goals and contribution to schoolwide goals.*)
- ☒ The district Educator Evaluation and Support System includes multiple measures of Student Learning and Growth (*Evidence of teachers' contribution to student learning and growth.*)
- ☒ The district has established a **goal setting process** in which teachers establish at least two goals for student learning and growth measured by the following:
 - A. Measures for tested grades and subjects (ELA and Math in Grades 3-8 &11):
 - ☒ State assessment from Category 1 for Goal 1
 - ☒ Assessment(s) from Category 2 and/or 3 for Goal 2

AND

- B. Measures for non-tested subjects:
 - ☒ Assessment(s) from Category 1, 2, and/or 3 for Goal 1
 - ☒ Assessment(s) from Category 1, 2, and/or 3 for Goal 2

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MULTIPLE MEASURES FOR ADMINISTRATOR EVALUATION

- ☐ The district Educator Evaluation and Support System includes multiple measures of **Professional Practice** (*Evidence of school leadership practices, teacher effectiveness, and organizational conditions.*)
- ☐ The district Educator Evaluation and Support System includes multiple measures of **Professional Responsibility** (*Evidence of administrators' progress toward their own professional goals and contribution to schoolwide and district goals.*)
- ☐ The district Educator Evaluation and Support System includes multiple measures of **Student Learning and Growth** (*Evidence of administrators' contribution to school-wide student learning and growth.*)
- ☐ The district has established a **goal setting process** in which administrators establish at least two goals for student learning and growth measured by the following:
 - ☐ State assessment from Category 1 for Goal 1,

AND

 - ☐ Other measures from Category 2 and/or 3 for Goal 2

Element 4: Evaluation & Professional Growth Cycle

Teacher and administrator evaluation systems are based on a cycle of continuous professional growth and learning that includes the following processes. This cycle can be adapted to local district processes.

- *Self-Reflection*
 - *Goal Setting*
 - *Observation/Collection of Evidence*
 - *Formative Assessment/Evaluation*
 - *Summative Evaluation*
- ☐ The district has a professional growth and evaluation cycle that includes these processes and provides multiple observations and on-going feedback for teachers and administrators each year whether the educator is on a one-year or a two-year evaluation schedule.

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- ☒ The goal setting process provides opportunities for teachers and administrators to meet with their supervisor/evaluator to discuss progress and receive feedback during the school year and at the end of the year.
- ☒ The district's summative evaluation occurs on a cycle determined by the educator's contract status as follows:
 - Probationary teachers - every year
 - Contract teachers – at least every two years
 - Probationary administrators - every year
 - Administrators – at least every two years
- ☒ The district teacher and administrator evaluation and support system is used to inform personnel decisions (e.g., contract status, contract renewal, plans of assistance, placement, assignment, career advancement, etc.).

Element 5: Aligned Professional Learning

High quality professional learning is sustained and focused and relevant to the educator's goals and needs. All educators must have opportunities for professional growth to meet their needs, not only those whose evaluation ratings do not meet the standard.

- ☒ Professional learning opportunities are aligned with evaluation results. Professional learning is sustained, focused and relevant to the educator's goals and needs.
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C. IMPLEMENTATION PLAN

By July 1, 2013, all school districts will be required to submit to ODE revised evaluation and support systems and an implementation plan with local school board approval.

- ☒ The district has completed sections A and B on the following pages describing the plan for training staff and monitoring and refining the evaluation system.

OR

- ☐ The district is attaching to its submission email a document that describes the implementation plan for the evaluation and support system.

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a. Please describe the district plan to train all staff and evaluators on the local evaluation and support system to ensure inter-rater reliability.

The Three Rivers School District has been providing training to staff and evaluators over the past three years. While SB 290 will require some changes in the wording in the scoring rubric, teachers in the Three Rivers School District have been evaluated using a very similar system for the last three years. The goal setting process requires three meetings: One at the beginning of the year, one mid-year, and a final meeting in the spring. In terms of reliability – the Superintendent of Three Rivers School District has required administrators to be in every classroom every month, and the collection of those observations has provided data regarding the instruction and learning being provided to students across the district, as well as provides regular communication to teachers regarding their instruction. In addition, observations are conducted by the Director of Human Resources on a regular basis for probationary teachers. To ensure inter-rater reliability, administrators have conducted observations in other buildings alongside colleagues to develop consistency between administrators and levels.

This last spring, the Director of Human Resources met with each staff to discuss the addition of Student Learning and Growth Goals as a formal part of the evaluation system, what to expect, and the timeline for implementation. When staff returns in the fall, training on goal setting, data collection and goal modification will take place at each site, along with training on how the Student Learning and Growth Goals will be measured as 30% of the total evaluation score. As data is collected, the District will monitor and fine tune the process to be certain that the process is meaningful and relevant to teaching and learning, as well as student achievement.

b. Please describe the district plan to monitor progress and refine the local evaluation and support system.

The key marker of success is the direct impact on teaching and learning the work teachers and administrators are doing within their buildings and across the District. The District uses TalentED Perform to track all documents related to the evaluation and support system. This program allows building administrators to identify areas of need collectively in a building as well as District wide, as well as areas of strength. The District will be utilizing data collected through both TalentEd Perform as well as the Goal Setting Process to see how student learning and achievement are impacted. An ongoing conversation in the District over the past year with licensed and administrative staff has been not only about those students who are successful, but also about those who have not yet been successful. Once initial data is collected during the mid-year checkpoint, the District will be able to see what adjustments are necessary. As stated above, the District has been working with a very similar system the last three years. As the greatest area of change will be the Student Learning and Growth goals, that will be where the focus and analysis will be the most focused. A survey will be sent to staff following the goal setting checkpoint regarding what is going well, and what still needs refinement. The Evaluation Committee will reconvene in the spring of 2014 to consider the information collected and make any recommendations necessary to fine tune the system before the 2014-2015 school year.

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& Support System Assurances Template**



Required Signatures

Dan Huber-Kantola

(Name of Superintendent)

Signature of Superintendent

Ron Lengwin

(Name of District Board Chair)

Signature of District Board Chair

Please mail a copy of the signature page with original signatures to:

Oregon Department of Education
Attention: Camilla Hoexter
255 Capitol St NE
Salem, OR 97310

District Name Three Rivers School District

Date submitted: June 24, 2013