Multiple Measures for Teacher Evaluations

Pg 24-26 Oregon Framework for Teacher and Administrator Evaluation and Support Systems, ODE, 2012

The evaluation system must include a variety of evidence-based measures to evaluate teacher performance and effectiveness, based on the Model Core Teaching Standards. To provide a balanced view of teacher performance, evaluations of all licensed teachers must include evidence from the following three components: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. Determining multiple measures for the district’s local evaluation system is key; to be accomplished through a collaborative process involving teachers and administrators. Examples included under each category below are not all inclusive.

A. Professional Practice: Evidence of the quality of teachers’ planning, delivery of instruction, and assessment of student learning.

a. Classroom Observation

a) Evaluator’s observation, documentation and feedback on a teacher’s instructional practices; both formal and informal

b. Examination of Artifacts of Teaching

b) Examples: Lesson plans, curriculum design, scope and sequence, student assignments, student work

B. Professional Responsibilities: Evidence of teachers’ progress toward their own professional goals and contribution to schoolwide goals.

Examples: Teacher reflections, self-reports, data analysis, professional goal setting, student growth goal setting, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, record keeping, portfolios, building level leadership (committees, demonstration classrooms).

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

C. Student Learning and Growth: Evidence of teachers’ contribution to student learning and growth.

Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment (see table below). They also specify what evidence will be provided to document progress on each goal:

1. Teachers who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from Category 2 or 3 that provide additional evidence of students’ growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills.
2. Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.

Table 2. Types of Measures for Student Learning and Growth for Teacher Evaluations

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| *Category* | *Types of Measures (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 |

Teacher Goal Setting for Student Learning and Growth

Student learning and growth is the third component of teacher evaluation. Student growth will be determined through a rigorous student growth goal setting process and the use of multiple measures. Teachers, in collaboration with their supervisor/evaluator will set learning goals aligned to state standards for their students and use assessments to measure their progress toward these goals.

Goal setting for student learning is an important process for every Oregon educator. Rigorous, measurable goals provide a clear path for teacher and students to succeed. Setting student learning goals helps ensure that lesson design, instruction and assessment result in learning for all students.

Student learning and growth goals and measures align with the standards the teacher is expected to teach and students are expected to learn. The goal should reflect students’ progress toward proficiency or mastery of academic standards, cognitive skills, academic behaviors, and transitional skills. All measures must be aligned to standards and be valid and developmentally appropriate for the curriculum and the students being taught. The collective set of a teacher’s goals should address all of his or her students. District priorities, school goals and classroom goals should be aligned, wherever possible.

Student Learning and Growth Goal Setting Process

1. Teachers review baseline data and create goals that measure the learning of all students. Goals span a school year or complete course of study.
2. Teachers collaborate with supervisor/evaluator to establish student learning goals. In addition, teachers may collaborate to establish student learning goals for their grade levels, departments, or curricular teams.
3. Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment (Table 2). They also specify what evidence will be provided to document progress on each goal:

a)  Teachers who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from Category 2 or 3 that provide additional evidence of students’ growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills.

b)  Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.

Teachers complete goal setting in collaboration with their supervisor/evaluator. During the collaborative planning process, the teacher 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. The SMART goal process is used in the development of student growth goals (**SMART** = **S**pecific and **S**trategic; **M**easureable; **A**ction oriented; **R**igorous, **R**ealistic, and **R**esults-focused; **T**imed and **T**racked).

Teachers meet with supervisor/evaluator to discuss progress for each goal mid-year and at the end of the year. Goals remain the same throughout the year, but strategies for attaining goals may be revised.

Teachers, along with their supervisor/evaluator, reflect on the results and determine implications for future professional growth planning.

Evaluation and Professional Growth Cycle

