

# Summing it All Up: The Oregon Matrix



# Oregon's Waiver & Teacher Evaluation

## ▶ Teacher Evaluation

- **Senate Bill 290 (2011)**
  - Evaluation systems collaboratively designed with teachers and exclusive bargaining representative
  - Aligned to model core teaching standards
  - Multiple-measures
- **ESEA-No Child Left Behind Waiver (2012)**
  - Consensus evaluation framework
  - Student growth as a “significant factor”
  - 2012-13 & 2013-14 pilot years

We are still waiting for USED approval as of August 2014

**Student Learning and Growth Goals**

# Framework Required Elements

## ► Educator Evaluation

Measures are ways/tools to gather evidence in our evaluation and professional growth systems

| (1)                                | (2)  | (3)               | (4)                                      | (5)                           |
|------------------------------------|--|-------------------|--|-------------------------------|
| Standards of Professional Practice | Differentiated Performance Levels<br><i>(4 levels)</i> | Multiple Measures | Evaluation and Professional Growth Cycle | Aligned Professional Learning |

**Student Learning and Growth Goals**

# Multiple Measures

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

(A) Professional Practice

Aligned to the standards of professional practice

(C) Student Learning and Growth

(B) Professional Responsibilities



**Student Learning and Growth Goals**

# Multiple Measures

## (A) Professional Practice

- Evidence of effectiveness of planning, delivery of instruction, and assessment of student learning
  - Multiple Observations
  - Artifact analysis

## (B) Professional Responsibilities

- Evidence of teachers' progress toward their own professional goals and contribution to schoolwide goals, including collegial learning
  - Professional Goal
  - Self-Assessment

**Student Learning and Growth Goals**

# Multiple Measures

## (C) Student Learning and Growth

- “Student growth” defined as “the change in student achievement between two or more points in time.”
  - Two Student Learning and Growth Goals
  - Annually
  - Collaboratively
  - Select evidence from a variety of valid measures and regularly assess progress

**Student Learning and Growth Goals**

# Oregon Matrix

## Key Features

- Is the summative “wrap-up” at the end of the evaluation cycle
- Focus remains on professional growth
- For reporting purposes only

**Student Learning and Growth Goals**

|   |                      |   |   |   |  |
|---|----------------------|---|---|---|--|
| <b>Y-AXIS: Combined Rating on LEGENDS Rubric</b><br>(Professional Practice & Professional Responsibilities) | <b>Exceeds</b>       | <b>COLLEGIAL PLAN</b><br>With focus on SLG Goals<br><br>*SLG INQUIRY<br><br>3   | <b>FACILITATIVE or COLLEGIAL PLAN</b><br>With focus on SLG Goals<br>Determined post inquiry<br><br>*SLG INQUIRY<br><br>4 or 3 | <b>FACILITATIVE PLAN</b><br><br><b>Educator Leads</b><br><br>4                                    | <b>FACILITATIVE PLAN</b><br><br><b>Educator Leads</b><br><br>4   |
|   | <b>Proficient</b>    | <b>COLLEGIAL or CONSULTING PLAN</b><br>With focus on SLG Goals<br>Determined post inquiry<br><br>*SLG INQUIRY<br><br>3 or 2 | <b>COLLEGIAL PLAN 50-50</b><br>With focus on SLG Goals<br><br><b>Collaborative</b><br><br>3                                   | <b>COLLEGIAL PLAN 50-50</b><br><br><b>Collaborative</b><br><br>3                                  | <b>COLLEGIAL PLAN 50-50</b><br><br><b>Collaborative</b><br><br>3   |
|   | <b>Developing</b>    | <b>CONSULTING PLAN</b><br>With focus on SLG Goals<br><br><b>55-45 Evaluator</b><br><br>2                                    | <b>CONSULTING PLAN</b><br>With focus on SLG Goals<br><br><b>55-45 Evaluator</b><br><br>2                                      | <b>CONSULTING PLAN</b><br><br><b>55-45 Evaluator</b><br><br>2                                     | <b>COLLEGIAL or CONSULTING PLAN</b><br>Determined post inquiry<br><br>*PP/PR INQUIRY<br><br>3 or 2   |
|   | <b>Does Not Meet</b> | <b>DIRECTED PLAN</b><br>With focus on SLG Goals<br><br><b>Evaluator Leads</b><br><br>1                                      | <b>DIRECTED PLAN</b><br>With focus on SLG Goals<br><br><b>Evaluator Leads</b><br><br>1  | <b>CONSULTING or DIRECTED PLAN</b><br>Determined post inquiry<br><br>*PP/PR INQUIRY<br><br>2 or 1 | <b>CONSULTING PLAN</b><br>Evaluator consults with the educator and guides development of Professional Growth Plan<br><br>*PP/PR INQUIRY<br><br>2 |
|   |                      | <b>Does Not Meet</b>  | <b>Developing</b>   | <b>Proficient</b>   | <b>Exceeds</b>   |
| <b>X-AXIS: Combined Rating on Student Learning and Growth Goal Rubric</b>                                   |                      |   |   |   |  |



# Y-Axis

## Key Features

- Component-level scoring = 29 indicators
- Exceeds = 4, Proficient = 3, Developing = 2, Does not Meet = 1
- Add up total indicators & divide by # of indicators
- Thresholds for y-axis:
  - $3.6-4 = 4$
  - $2.81-3.59 = 3$
  - $1.99-2.8 = 2^*$
  - $<1.99 = 1$

\*Educator between 1.99-2.499 with two or more 1's at the component level = 1

# Where are you on the Y-axis if....?

- If 24 indicators = 3s, 5 = 2s – **BOX it**
- If all 29 indicators = 3s? – **STAR it**
- If 11 indicators = 3s, 18 = 4s – **CIRCLE it**
- If 12 indicators = 3s, 12 indicators = 2s, 5 indicators = 1 – **HEART it**

# X-Axis

## Key Features

- Checklist for goal approval in collaborative setting process
- Choose 2 of 4 goals
  - 1 goal must be Cat. 1 goal if ELA/Math grades 3-8 & 11
  - Smarter Balance goals moratorium 2014-15
- Score using state rubric
- Thresholds for x-axis:
  - 4 = both goals 4s
  - 3 = both goals 3s; one goal 3 & one 4; one goal 2 & one 4
  - 2 = both goals 2s; one goal 2 & one 3; one goal 1 and one 3; one goal 4 and one 1
  - 1 = both goals 1s; one goal 1 and one 2

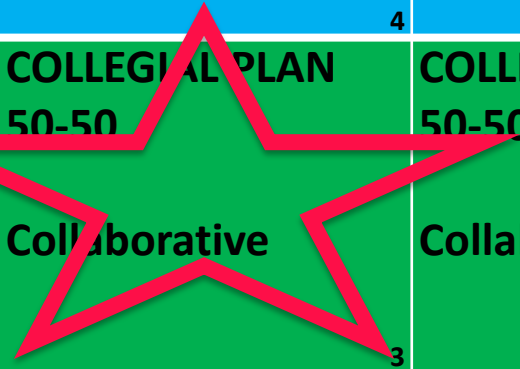
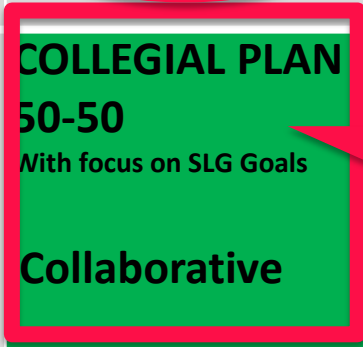
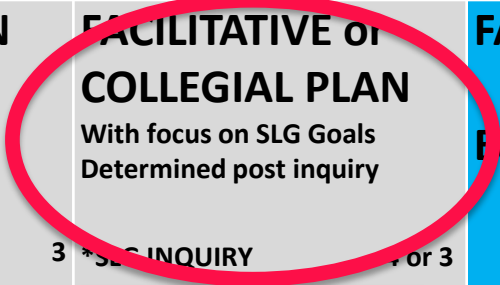
# Where are you on the X-axis if....?

- Both goals = “2s” – **BOX it**
- One goal = “3” and one goal = “4”? – **STAR it**
- One goal = “2” and one = “3”? – **CIRCLE it**
- Both goals = “4’s”? – **HEART it**

# Resulting in....

- Everyone has a Professional Growth Plan (read... Professional Goals)
- Differentiated based on performance
- Inquiry process where Y-axis and X-axis do not say the same thing
- Final summative performance level *for reporting purposes only*

|  |                      |   |   |   |  |
|--|----------------------|---|---|---|--|
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|  | <b>Proficient</b>    | <b>COLLEGIAL or CONSULTING PLAN</b><br>With focus on SLG Goals<br>Determined post inquiry<br><br>*SLG INQUIRY<br><br>3 or 2 | <b>COLLEGIAL PLAN 50-50</b><br>With focus on SLG Goals<br><br>Collaborative<br><br>3  | <b>COLLEGIAL PLAN 50-50</b><br><br>Collaborative<br><br>3   | <b>COLLEGIAL PLAN 50-50</b><br><br>Collaborative<br><br>3  |
|  | <b>Developing</b>    | <b>CONSULTING PLAN</b><br>With focus on SLG Goals<br><br>55-45 Evaluator<br><br>2   | <b>CONSULTING PLAN</b><br>With focus on SLG Goals<br><br>55-45 Evaluator<br><br>2   | <b>CONSULTING PLAN</b><br><br>55-45 Evaluator<br><br>2  | <b>COLLEGIAL or CONSULTING PLAN</b><br>Determined post inquiry<br><br>*PP/PR INQUIRY<br><br>3 or 2   |
|  | <b>Does Not Meet</b> | <b>DIRECTED PLAN</b><br>With focus on SLG Goals<br><br>Evaluator Leads<br><br>1   | <b>DIRECTED PLAN</b><br>With focus on SLG Goals<br><br>Evaluator Leads<br><br>1   | <b>CONSULTING or DIRECTED PLAN</b><br>Determined post inquiry<br><br>*PP/PR INQUIRY<br><br>2 or 1 | <b>CONSULTING PLAN</b><br>Evaluator consults with the educator and guides development of Professional Growth Plan<br><br>*PP/PR INQUIRY<br><br>2 |
|  | <b>Does Not Meet</b> | <b>Developing</b>   | <b>Proficient</b>   | <b>Exceeds</b>  |  |
| <b>X-AXIS: Combined Rating on Student Learning and Growth Goal Rubric</b>  |                      |   |   |   |  |



# Professional Growth Plans

## Blue, Green, Yellow & Red boxes

- Just a fancy term for the professional growth goal(s) all educators already set as a part of the evaluation system
- The plans determine who leads in the setting of the professional goals
- Professional Growth Plan
  - Facilitative = Educator led
  - Collegial = “50-50”, Educator/Evaluator
  - Consulting = “55-45”, Evaluator/Educator
  - Directed = Evaluator led

**Student Learning and Growth Goals**

# **Inquiry Process**

## **Gray boxes**

- In place where the two 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

**Student Learning and Growth Goals**



# 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

**Student Learning and Growth Goals**

# Reflection/ Questions Time

