

Who is Evaluated Under Senate Bill 290?

Introduction

Senate Bill (SB) 290 takes into consideration multiple measures of teacher and administrator effectiveness that encompass a range of appropriate teaching and administrative behaviors. Multiple measures are used as evidence of student academic learning and growth based on student progress, including performance data of students, schools, and school districts.

SB 290 allows each teacher and administrator to establish a set of classroom or administrative practices and student learning goals that are based on the individual circumstances of the teacher or administrator, including classroom or other assignments of the teacher or administrator. The ESEA waiver also requires teacher and principal evaluations to include student learning and growth.

The purpose of this document is to identify who falls under the definition of “teacher” and “administrator” related to SB290 evaluations, who should be included in the Student Learning and Growth (SLG) Goal process, and what types of measures are appropriate.

Statute and Definitions Related to SB 290

Senate Bill 290 (ORS 342.856) <https://olis.leg.state.or.us/liz/2011R1/Measures/Text/SB290/Enrolled>

Summary: A school district board must include the standards in this Act for all evaluations of teachers and administrators of the school district. The requirements of this 2011 Act apply to all evaluations of teachers and administrators occurring on or after July 1, 2013.

For purposes of SB290, teacher and administrator are defined in accordance with ORS 342.815; district includes education service districts and state operated schools.

Teacher (ORS 342.815) means any person who holds a teaching license or registration (ORS 342.125 & 342.144) or who is otherwise authorized to teach in the public schools of this state and who is employed as an instructor at .5 FTE and at least 135 consecutive days of the school year (as per ORS 342.840).

Instructor includes those individuals whose work meets the definition used in ORS 342.120 “Instruction includes direction of learning in class, in small groups, in individual situations, in the library and in guidance and counseling, but does not include the provision of related services, as defined in ORS 343.035(15), to a child identified as a child with a disability pursuant to ORS 343.146 when provided in accordance with ORS 343.041-343.065 and 343.221.”

Instruction does include provision of specially designed instruction (special education) provided in accordance with 343.035(18). Special education includes instruction that may be conducted in the classroom, home, hospital, institution, special school or another setting. It may involve physical education services, speech-language services, or support designed to meet the unique needs of a child with disability.

Administrator (ORS 342.815) includes any teacher the majority of whose employed time is devoted to service as a supervisor, principal, vice principal or director of a department or the equivalent in a fair dismissal district but shall not include the superintendent, deputy superintendent or assistant superintendent of any such district or any substitute or temporary teacher employed by such a district.

Licensure & Registration

ORS 342.125 Types of licenses; charter school teacher and administrator registry:

- Teaching licenses issued and renewed by the Teacher Standards and Practices (TSPC):
 - (a) Basic teaching license.
 - (b) Standard teaching license.
 - (c) Administrative license.
 - (d) Restricted teaching license.
- Additional types of licenses issued by TSPC:
 - (a) Initial teaching license.
 - (b) Continuing teaching license.
 - (c) Initial personnel service license.
 - (d) Continuing personnel service license.
 - (e) Initial administrative license.
 - (f) Continuing administrative license.

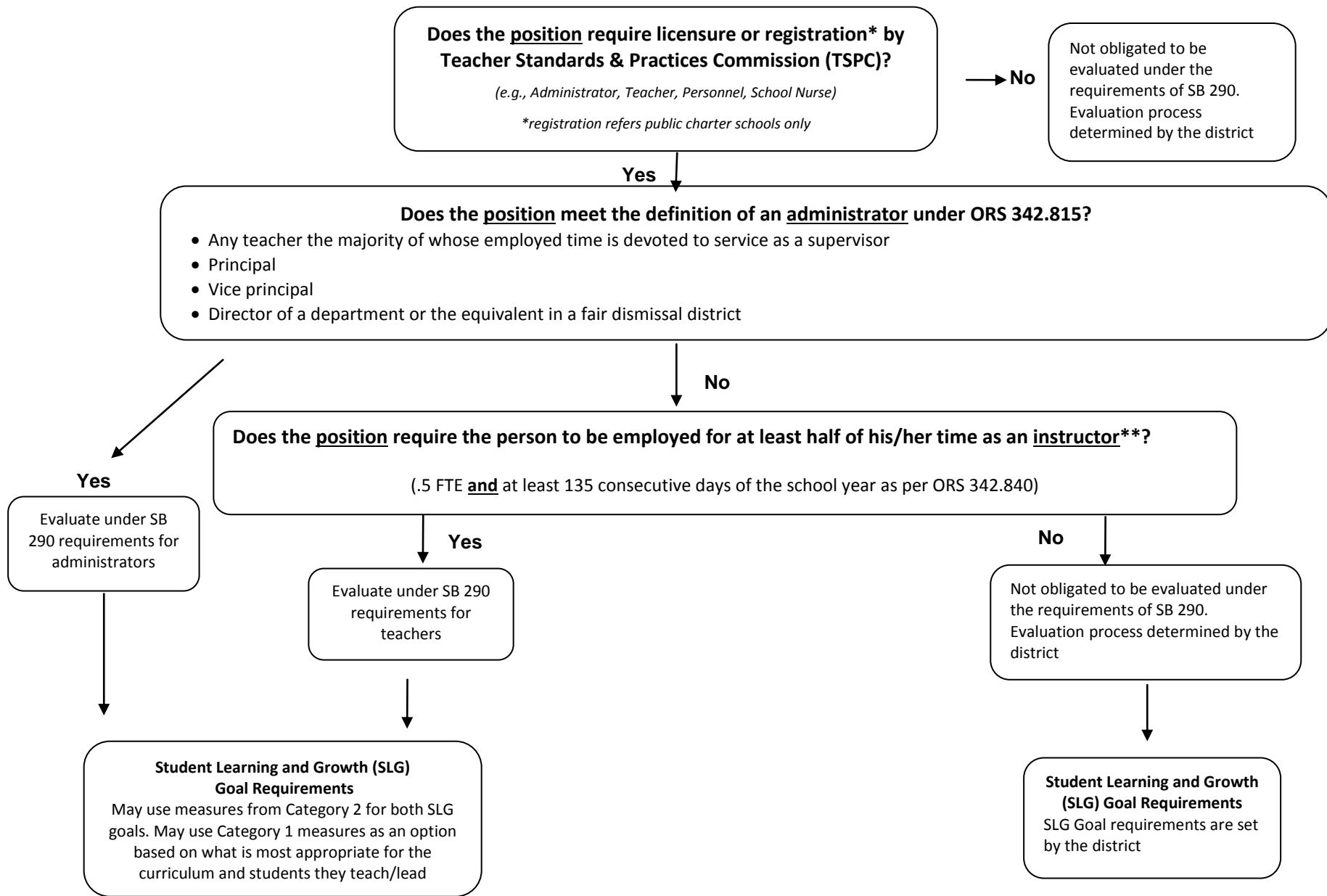
ORS 342.144 American Indian languages teaching license

OAR 584-036-0055 Career and technical education licenses and Limited licenses

House Bill (HB) 2186

Provides that core teaching standards apply to public charter schools, meaning all SB 290 educator effectiveness requirements apply to public charter schools.

The **Flowchart for SB 290** on page 3 follows the definitions related to state statute to identify which school and district personnel must be evaluated under SB 290 requirements.



****Instructor** includes those individuals who meet the definition used in ORS 342.121 "Instruction includes direction of learning in class, in small groups, in individual situations, in the library and in guidance and counseling, but does not include the provision of related services, as defined in ORS 343.035(15), to a child identified as a child with a disability pursuant to ORS 343.146 when provided in accordance with ORS 343.041-343.065 and 343.221." Instruction does include provision of specially designed instruction (special education) provided in accordance with 343.035(18).

Who Must Set Student Learning and Growth (SLG) Goals?

Note: As a result of the passage of ESSA and the expiration of Oregon’s NCLB Waiver, Student Growth Percentiles (SGPs) will no longer be required as a measure for Student Learning and Growth (SLG) goals. In addition, the use of statewide assessments as a measure for SLG goals is optional. Consequently all teachers and administrators, regardless of grade or subject, can set two Category 2 goals for the 2016-17 school year. Until such time as the State Board of Education adopts revisions to OAR 581-022-1723 districts must continue to use the Oregon Matrix for summative evaluations and the Quality Review Checklist and Statewide SLG Scoring Rubric when setting and scoring goals.

Table 1. Types of Measures for SLG Goals for Teacher and Administrators

Category	Types of Measures	Guidance
1	<p>For the 2016-17 SY statewide assessments are an OPTIONAL measure for SLG goals</p> <ul style="list-style-type: none"> • SMARTER Balanced <ul style="list-style-type: none"> ○ Grades 4-8 in English language arts and mathematics 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used statewide • Ratings for Category 1 goals are determined by Student Growth Percentile criteria
	<ul style="list-style-type: none"> • OAKS Extended Assessments¹ <ul style="list-style-type: none"> ○ Grades 4-8 in English language arts and mathematics 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used statewide • Ratings for Category 2 goals are determined using the statewide SLG Scoring Rubric
	<p>Additional Statewide Assessments</p> <ul style="list-style-type: none"> • Science Assessment • Social Sciences Assessment • ELPA <p>Other Assessments</p> <ul style="list-style-type: none"> • Commercially developed assessments that include pre- and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria • SLG Goals scored using statewide SLG Goal Scoring Rubric
Category	Types of Measures	Guidance
2	<p>Additional Statewide Assessments</p> <ul style="list-style-type: none"> • Science Assessment • Social Sciences Assessment • ELPA 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria • SLG Goals scored using statewide SLG

	<p>Other Assessments</p> <ul style="list-style-type: none"> • Commercially developed assessments that include pre- and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance 	Goal Scoring Rubric
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Scope of SLG Goals

SLG goals are established for an interval of time (e.g. year, semester, interval of service delivery/ instruction) appropriate to their assignment.

- **Elementary teacher** goals must cover all the students in a teacher’s class over the course of a year. For example, a third grade teacher might set a tiered goal for reading that describes the expected growth of all students.
- **Secondary teacher** (including middle school) goals must cover all the students instructed by the teacher in a particular course. For example, a high school math teacher who teaches four Algebra I courses, a Geometry course, and a Calculus course might set one goal for all the students in their Algebra courses and a second goal for students in their Geometry course. It is not necessary for a secondary teacher to set goals that cover all students they teach.
- **Specialized Instructional Support Personnel** (e.g. counselors, reading specialist, library/media specialist) goals may include all of the students in the school, or focus on groups of students (e.g., specific grade level, course, caseload).
- **Administrator goals.** Principal goals may include all the students in the school or one or more grade levels or subjects; one goal may focus on a subgroup of students (e.g. English Learners or students with disabilities). District office administrator goals may include groups of schools, groups of students, or subjects.

An individual SLG goal that is focused on a group of students must include all students in that group. Within the course or class for which the goal is written, particular students or groups of students may not be excluded. Students with disabilities and English Learners or Talented and Gifted students within that course or class must be included in the SLG goal. It is advisable to set tiered targets according to students’ starting points because students may begin at varying levels of preparedness.

Educators can work individually or in teams to develop SLG goals relevant to specific grade levels, courses, schools, and/or district-wide priorities. Districts are encouraged to support collaboration among educators for goal setting in their school and district professional learning teams.

Matching Educators with Appropriate Measures

The appropriate measures for determining an educator's impact on student learning and growth will vary by role; whether he or she is a classroom teacher, school or district administrator, or specialized instructional support personnel. Measures of student learning can be direct or indirect:

- **Direct measures** provide a straightforward method for assessing student learning of content-specific standards in tested and non-tested subjects. A reading assessment given in third grade class or performance assessments given in a high school Drama class are both examples of direct measures. Some educators may use direct measures that focus on or skill development if these domains reflect their primary job function and responsibilities. For example, a school counselor may set goals and assess learning related to the guidance curriculum he/she teaches.
- **Indirect measures** are related to increasing student access to learning or creating conditions that facilitate student learning. Indirect measures may be used by educators and administrators whose responsibilities are related to non-academic aspects of schooling. Examples of indirect measures include graduation/dropout rates, discipline referral, attendance/tardiness rates, number of students enrolled in advanced coursework, teacher retention/recruitment rates, etc. For example, a school counselor or administrator accountable for student attendance could use attendance rates as a measure.

District (central) office administrators have a vital role to play in developing systems of support to help schools improve the quality of teaching and learning and improve student achievement. SB 290 allows each administrator to establish student learning goals that are based on the individual circumstances and assignment of the administrator. District office administrators may use broad discretion when setting SLG goals based on groups of schools, groups of students, or subjects most relevant to the administrator's job responsibilities, or on district-wide student outcomes related to district priorities and Achievement Compacts. They may use direct or indirect measures that reflect the supervisory foci of the administrator.

Table 2 on the following page is provided to help districts determine which measures are appropriate for different roles.

Table 2. Matching Educators with Appropriate Measures for SLG Goals

TSPC Licensed Personnel	Roles Included	Appropriate Types of Measures
<p>Teachers <i>(TSPC licensed or registered positions in schools, district office, Education Service District)</i></p>	<p>K-12 Teachers in:</p> <ul style="list-style-type: none"> ▪ English Language Arts (ELA) ▪ Mathematics ▪ Career and Technical Education (CTE) ▪ Health ▪ Physical Education/Adapted Physical Education ▪ Science ▪ Social Sciences ▪ Technology ▪ The Arts ▪ World Languages <p>Including Special Education teachers and teachers of English Learners</p>	<ul style="list-style-type: none"> ▪ Direct measures specific to subject and/or grade level standards <p><i>Assess students in subject area(s) being measured and taught by that teacher</i></p>
	<p>Specialized Instructional Support Personnel who provide instruction*:</p> <ul style="list-style-type: none"> ▪ School Counselor ▪ Library/Media Specialist ▪ Digital Learning/Tech Specialist ▪ Reading Specialist ▪ Speech Language Pathologist¹ <p><i>*Instruction includes direction of learning in class, small groups, and individual situations in the library and in guidance and counseling (ORS 341.121)</i></p>	<ul style="list-style-type: none"> ▪ Direct measures specific to subject and/or grade level standards ▪ Direct measures -social, emotional, behavioral, or skill development ▪ Indirect measures <p><i>Impact may be calculated at the district, school, department, or other group levels depending on whether they serve multiple schools, the entire school, a department, a grade, or a specific group of students</i></p>
	<p>Teachers on special assignment (e.g. TOSA, instructional coach, mentor teacher) who do not provide instruction to students are not required to set SLG goals. However, they must participate in the evaluation process and may include measures of their impact on school and district goals for student achievement.</p>	
	<p>Related Services Personnel Those personnel who provide related services as defined in ORS 343.035 or who are licensed by an agency other than TSPC are not required to set SLG goals. If the district chooses to include these educators in the evaluation process, the use of indirect measures may be most appropriate.</p> <ul style="list-style-type: none"> ▪ School Psychologist ▪ Social Worker ▪ Occupational Therapist ▪ Physical Therapist ▪ Orientation & mobility services providers ▪ School Nurse ▪ Speech Language Pathologist ▪ Other 	

<p>Administrators <i>(TSPC licensed positions in schools, district office, Education Service District)</i></p>	<ul style="list-style-type: none"> ▪ Supervisor ▪ Principal ▪ Vice Principal ▪ Director of a department or the equivalent <p><i>SB 290 allows administrators to establish student learning goals that are based on the individual circumstances and assignment of the administrator</i></p>	<ul style="list-style-type: none"> ▪ Direct measures specific to subject and/or grade level standards ▪ Direct measures - social, emotional, behavioral, or skill development ▪ Indirect measures <p><i>Impact may be calculated at the district, school, department, or other group levels depending on whether they serve multiple schools, the entire school, a department, a grade, or a specific group of students</i></p>
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¹TSPC licensed Speech Language Pathologists (SLP) who provide specifically designed instruction.