WHO IS EVALUATED?

1. **Who is required to be evaluated under the new system?**
   All "teachers" and "administrators" are required to be evaluated using the new system. As per ORS 342.815 a **"teacher"** means any person who holds a teaching license or registration or who is otherwise authorized to teach in the public schools of this state and who is employed half-time or more (.5 FTE **and** at least 135 consecutive days of the school year as per ORS 342.840) as an instructor* or administrator.

   *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(19).

   As per ORS 342.815 an **"administrator"** includes:
   - any teacher the majority of whose employed time is devoted to service as a supervisor
   - principal
   - vice principal
   - director of a department or the equivalent in a fair dismissal district.

   "**Fair dismissal district**" means any common or union high school district or education service district.

   The guidance document including a flowchart has been updated to help districts determine who meets these definitions under SB290 and who needs to be evaluated under the new system. It can be found online at www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/guidance-for-sb-290-evaluations.pdf

2. **Are instructional coaches considered "instructors" under this definition?**
   Teachers who do not instruct students directly are not required to set student learning and growth goals. However, it is recommended that their evaluation include measures of their impact on school and district goals for student achievement. 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.

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3. **Are teachers who provide technical support or consultation to teachers, but who do not provide instruction to students included in this definition?**
   See the flowchart referenced in Question 1.

4. **What does "temporary teacher" mean?**
   Per ORS 342.815 "Temporary teacher" means a teacher employed to fill a position designated as temporary or experimental or to fill a vacancy which occurs after the opening of school because of unanticipated enrollment or because of the death, disability, retirement, resignation, contract non-extension or dismissal of a contract or probationary teacher.

5. **What are the requirements for evaluating staff who do not meet the definitions above?**
   It is up to individual districts to determine how they will provide meaningful evaluations to those staff members who do not meet this description.

6. **Does SB 290 apply to charter school employees?**
   It depends on the charter of the school, whether the district is the employer, and the policies of the school. Oregon charter school law generally exempts charter schools from laws that apply to school districts unless the law is listed in the charter of the school or the school has adopted a policy that states the law will apply to the school. If the charter of a school or policies of the school include language that either specifically address SB 290 or generally address Oregon personnel laws then the charter school is required to implement the new educator standards. Additionally, some charter school employees are employees of a school district. The new law applies to these employees like other school district employees. The best practice in this area to determine the new law's applicability is to review the charter and specific policies of the charter school.
   See ORS 338.115, 338.135, 342.856 and OAR 581- 022-1723, 1724 and 1725.

7. **How will individuals filling the dual roles of superintendent and principal be evaluated?**
   An individual filling the dual roles of principal and superintendent is considered to be a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB290, it is up to local school boards to determine how these individuals are evaluated.

8. **How will individuals filling the dual roles of teacher and principal be evaluated?**
   If the majority of the individual's time is spent as an administrator, the administrator rubric would be used. Likewise, if the majority of time is spent as a teacher, the teacher rubric would be used.

In the event that an employee serves half time in both roles, the employee and their supervisor would determine which role would be most appropriate for evaluation and proceed accordingly.

9. Is anyone exempt under these definitions?
ORS 342.815 specifically exempts the following individuals: "superintendent, deputy superintendent or assistant superintendent of any such district or any substitute or temporary teacher employed by such a district."

STUDENT LEARNING & GROWTH GOALS

10. What are Student Learning and Growth goals?
Student learning and growth means measures of student progress (across two or more points in time) and of proficiency/mastery (at a single point in time) in relation to state or national standards. Student learning and growth is evidenced by state assessments as well as national, international, district-wide and other valid and reliable assessments and collections of student work.

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.

11. Who has to set Student Learning and Growth goals?
Anyone who meets the description of "teacher" or "administrator" described in question 1 is required to set two goals annually for student learning and growth (SLG).

For example, counselors could set two student learning and growth goals based on how they support student academic learning and use data to provide evidence that their work has increased student success over time. A counselor might track student progress using student retention or graduation rate, for example.

12. Do both SLG goals have to cover all of a teacher's students?
Goals must span a school year or complete course of study. For elementary teachers this means that 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.

For secondary teachers (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

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might set one goal for students in their Algebra courses and another for students in their Geometry course. It is not necessary for a secondary teacher to set goals that cover **all** students they teach.

13. **If a teacher's first SLG goal covers all students, can the second goal be more focused on a specific subgroup, or do both goals have to address all students?**
On page 24 of the Oregon Framework for Evaluation and Support it states "The collective set of a teacher's goals should address all of his or her students." As long as the two required goals cover all the students over the course of a year (e.g.; elementary) or a complete course of study (e.g.; secondary) then it is not necessary for each goal to cover all students.

14. **Can teachers write SLG goals as a team?**
Teachers collaborate with their supervisor/evaluator to establish student learning goals. Teachers may collaborate to establish student learning goals for their grade levels, departments, or curricular teams.

15. **How are SLG goals set in proficiency-based classrooms where year-long goals might not be appropriate?**
In all classrooms teachers examine baseline data in order to set growth goals that include every student. In proficiency-based classrooms goals should be set for the period of time during which students would be expected to demonstrate proficiency. Since all students may not demonstrate proficiency at the same time, a tiered goal based on growth would be appropriate.

16. **How do you determine which students should be included in a growth goal, particularly in schools/classrooms with high mobility?**
Goals must cover all the students in a course or class, or in the case of an administrator, all the students within the school or district. However, it is only possible to evaluate growth for those students for whom both baseline and outcome data exists. These students represent the "intact group". This intact group is what would be used by the educator when determining whether the goal was met.

17. **Could an SLG goal relate to something like a decrease in undesirable behavior?**
As per the ESEA waiver criteria, teachers in tested and non-tested subjects are required to use assessments of student learning and growth. Examples of types of measures for student learning and growth are outlined on page 23 of the Framework. Behavior goals for these teachers do not meet these criteria for the two required goals. However, strategies to address behavior could be included as part of an educator's plan to achieve their goals.

For administrators and some specialists, measures of student behavior are allowable. Examples of types of measures are described in Category 3 on page 28 of the Framework.

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18. Can data from previous years be combined with your assessment to create goals?
Yes. When setting student learning and growth goals educators should be looking at data over time and identifying trends and patterns in student growth.

19. What if an educator and evaluator cannot come to consensus on an SLG goal?
OAR 581-022-1723 states that evaluations must attempt to "allow each teacher or administrator to establish a set of classroom or administrative practices and student learning objectives that are based on the individual circumstances of the teacher or administrator including the classroom or other assignments of the teacher or administrator." Individual situations in which consensus cannot be reached should be handled using the district's established resolution process.

However, Oregon law also requires that student learning goals are set collaboratively. Collaborative goal setting requires that both the educator and the evaluator enter into the conversation with the same purpose: to create a rigorous, yet realistic goal that examines the educator's impact on student learning and growth. Goals originate with the educator after their analysis of baseline student data which could include end-of-year data from the previous year, baseline data from district assessments, pretests, or student work samples. Educators discuss proposed goals with their supervisor/ evaluator and collaborate to establish final SLG goals. The educator and evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate evidence-based strategies, quality of evidence and standards addressed. See ORS 342.856(3)(c) and OAR 581-022-1723.

Educator Specific Questions

20. If you are an elementary teacher at a testable grade, does Goal #1 need to address BOTH math and reading?
The Framework requires that teacher and administrator have at least two goals. If a teacher is in a tested grade and subject, one of those goals must be **either** reading or math. If one goal is focused on reading, for example, the second goal could be on math but that is not required. The second goal must, however, use a district level or teacher developed assessment around an academic goal.

If a teacher is not in a testable grade or subject, he/she would develop two goals using a district level or teacher developed assessment around an academic goal. Teachers in non-tested grades/subjects could also choose to use a state assessment.

21. When setting SLG goals, how should high school teachers in ELA and math account for 11th grade students who have already passed the state assessment?
The collective set of a teacher's goals should address all of his or her students. 11th graders who had already passed the statewide assessment would not be included in

the intact group for the goal measured by that assessment, but would be included in the intact group for the teacher's second goal.

22. **How might an elementary P.E. or music teacher who sees all of the students in a school set an SLG goal?**
Teachers who provide instruction to all the students in a school could select one grade level and one component of instruction (e.g., rhythm) to set their goal. They would not need to set a goal that included every student in the school.

23. **Do administrator SLG goals for Category 1 need to include all testable grades in the school (e.g., grades 3, 4, & 5 in elementary) or only all of the students in one grade?**
Administrator goals for Category 1 should address all tested grades and subgroups within the school for either ELA or Math.

24. **Are central office administrators required to set SLG goals?**
Administrative staff who do not instruct students or directly supervise those who provide instruction are not required to set SLGs. However, it is recommended that districts include goal setting as part of the evaluation process for these staff. These goals should be directly related to the work they do and reflect how that work impacts students.

25. **Are Speech Language Pathologists (SLP) who are licensed by an organization other than TSPC required to set SLG goals?**
Guidance provided in "Who is evaluated under SB290?" indicates that TSPC licensure is the first "filter" in determining who should be evaluated. This filter is based on Oregon's definition of teacher (see Question1). Based on this guidance, only those SLPs that pass this filter are required by law to set student learning and growth goals. However, individual districts may decide to require that all SLPs within the district set SLG goals.

It is important to note that SLP who provide specially designed instruction rather than related services would also be required to set SLGs.

26. **How should teachers whose job it is to move students out of intervention programs (e.g., Title I teachers, special education teachers, speech pathologists) set SLG goals since they do not necessarily have an intact group of students all year? (NEW)**

All teachers, regardless of their assignment, are required to set two SLG goals. Between these two goals the expectation is that the growth of all students is measured.

Similar to students with IEPs, students participating in prescribed interventions have plans for their progress. The teacher could write a goal about the progress of students exiting the program within the timeframe outlined in their individual plan, or they

could look at all the students they teach and create goals around a cohort with the greatest number of students who have similar needs.

Another approach might be to create one goal that covers students who do not exit the program and be based on growth in learning in the program, and the other goal would cover the number or percentage of students that exit. If the second goal does not look enough like growth, they could write the goal as growing from a baseline to exit criteria.

27. **How do special education teachers/personnel who instruct students with IEPs set SLG goals?**
Just like their general education counterparts, Special Education teachers set two student learning and growth goals. Because Special Education teachers provide individualized instruction specific to the needs identified in students' Individualized Education Plans (IEPs), there are different ways to conceptualize how to set student learning and growth goals.

Information contained within various sections of the IEP is one valuable source among many that may be used to inform student learning and growth goals, and can be used to provide baseline data (e.g., PLEP, easy CBM, OAKS). Special Education teachers would write goals around a specific content area and use those students to whom they provide instruction and/or services as their intact group. The educator should aim for including as many students as possible into their two goals **and** should set as long a period as possible for each goal.

28. **Are Special Education teachers required to use OAKS to set an SLG goal?**
The measure used by the teacher depends on the teacher's role in the core content instruction. Special Education teachers who provide a student's only instruction in English language arts or math should use OAKS as one measure for students who take OAKS.

Those teachers who are not the primary provider of instruction in English language arts and math, but who provide additional, intensive instruction in ELA and math for students on IEPs, are not required to use OAKS or the Extended Assessment as a measure of student growth. These teachers are still expected to set goals and measure them, but measures outlined in the student's IEP that fit the criteria of Category 1, 2, or 3 would be more appropriate measures than OAKS or the Extended Assessment.

29. **Are Special Education teachers required to use the Extended Assessment to set an SLG goal?**
The measure used by the teacher depends on the teacher's role in the core content instruction.

Special Education teachers who provide a student's only instruction in English language arts or math should use the Extended Assessment as **one measure** for those students who take the Extended Assessment. The Extended Assessment is designed specifically for students with the most significant cognitive disabilities and is based on alternate achievement standards. As part of Oregon's overall assessment system the Extended Assessment is a statewide assessment and therefore should be used as a Category 1 measure for those teachers who are the primary providers of instruction in English language arts or math. Special Education teachers, consistent with general education teachers, should use multiple measures to assess student growth.

Those teachers who are not the primary provider of instruction in English language arts and math, but who provide additional, intensive instruction in ELA and math for students on IEPs, are not required to use OAKS or the Extended Assessment as a measure of student growth. These teachers are still expected to set goals and measure them, but measures outlined in the student's IEP that fit the criteria of Category 1, 2, or 3 would be more appropriate measures than OAKS or the Extended Assessment.

30. **Are ELD teachers required to use the ELPA to set a SLG goal from Category 1?**
Teachers who only provide instruction in English Language Proficiency (often called ELD teachers) are not considered teachers in "tested grades and subjects" because they are not providing instruction in the content areas of ELA and math, but rather the language skills necessary to access those content areas. Consequently, they would not be required to set a goal using a Category 1 measure. Sheltered instruction teachers who provide both instruction in ELA or math content and language proficiency would be required to set a goal using Category 1.

However, because the ELPA provides valuable information about student proficiency in English, ELD teachers are strongly encouraged to use this data both for setting and measuring their goals for student learning.

31. **Can CTE teachers set SLG goals around the development of students' employability skills?**
Yes. The content of instruction provided by CTE teachers encompasses technical, academic, and employability skills. When setting Student Learning and Growth Goals CTE teachers should use standards appropriate to their instruction which could include academic content standards such as CCSS for Literacy and Mathematics, Oregon's Science Standards, as well as the Common Career Technical Core (CCTC) including the career ready practices, the Oregon Skill Sets, and the Oregon Essential Skills.

32. **Can a Career and Technical (CTE) Technical Skills Assessment be used as a Category 2 measure of student growth?**
In order to use a CTE Technical Skills Assessment as a Category 2 measure of student growth and learning the assessment must be a district, regional, state, or national assessment given to all students in a class or course. Technical Skills Assessments

unique to a given school and teacher would not qualify as a Category 2 assessment, but could be used for Category 3.   In addition, the CTE Technical Skills Assessment must not be supported with federal Perkins funds in order to avoid supplanting issues.

SLGs as Part of the Evaluation Cycle

33. **What if, as part of the evaluation cycle, it is determined that sufficient progress on SLG goals is not being made? Can the goal be revised?**
Student learning and growth goals should be rigorous, but attainable. Teachers and administrators complete goal setting in collaboration with their supervisor/ evaluator. During the collaborative planning process, the educator 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.

    Goals must remain the same throughout the year, but strategies for attaining the goals may be revised as part of the professional conversation between the educator and evaluator.

34. **If contract teachers are evaluated every two years, are the student learning and growth goals approved for two years, or every year?**
Student learning goals need to be approved every year. Just as now, however, a teacher may have a goal that continues beyond a given school year. A student learning goal can be revised based on assessment results continued into a second year.

35. **What if a teacher or principal does not meet their SLG goals? How does that affect their summative evaluation?**
Due to the complex nature of teaching and administrator practice, a single measure does not provide sufficient evidence to evaluate performance. District evaluation and support systems are required to include multiple measures for this very reason.

    Evaluations are expected to be based on a review of all the evidence; student learning and growth goals are just one piece. Performance on student learning and growth is factored into the summative evaluation along with evidence of professional practice and professional responsibility. An educator's summative evaluation will help determine the next steps in their professional growth cycle and aligned professional learning opportunities.

SLGs and Assessments

36. **How do educators set SLG goals when there is no statewide assessment baseline data to draw from?**

In grades where there is no baseline statewide data teachers could use district performance assessment data or a pre-assessment done at the beginning of the course or school year for setting their goals (e.g.; Easy CBM for reading). Measures should be aligned to state or national standards and comparable statewide or district-wide, or have been approved by the district for use across a building. As a reminder, during the 2013-14 school year teachers are setting goals but the results should not be included in any summative evaluation.

37. **With finalized statewide assessment data not available until summer, how can districts provide evaluation feedback to teachers on goal attainment?**
One option districts can consider is using trend data from state assessment as well as information from district assessments including universal screeners.

While final state assessment data is not available until August, districts can access initial results throughout the school year. Historically there has been little variance in final data reporting from initial reporting. Conversations about goal attainment could then take place as part of the goal setting conference at the start of the following year using the final statewide data.

38. **Will the state be providing typical growth targets for the EA as it does for the OAKS? Or are there other tools we can use to help Special Educators know what progress is realistic yet rigorous for their students who take this assessment? (NEW)**

ODE is not providing growth targets for students taking the Extended Assessment at this time. Given the size of the population, ODE is exploring the possibility of developing a valid and reliable measure of growth for these students.

39. **If a district does not have any assessments that meet the Category 2 description and the teacher does not teach in a testable grade, can the teacher set both of their SLG goals in Category 3?**
Teachers in non-tested grades and subjects must use measures from at least two of the three categories, so Category 3 could not be used for both goals. If the district has no district-developed measures, national tests such as DIBELS, ACT, AP, etc. could be used.

EVALUATION AND GROWTH CYCLE

40. **Must all teachers and administrators be evaluated in the 2013-14 school year using the new system?**
Yes. However, where an educator is in their current evaluation cycle will determine how they are evaluated using the new system in 2013-14:

a. All probationary teachers and administrators are expected to be evaluated using the new system in 2013-14.

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b. All contract teachers and administrators who are at the beginning of their two year evaluation cycle are expected to begin using the new system in 2013-14, though they will not receive their summative evaluation until 2014-15.

c. All contract teachers and administrators who are in the middle of their two year evaluation cycle are expected to receive their summative review using the new system in 2013-14.

41. **Is there a difference between how often probationary and contract teachers/administrators are evaluated?**
Yes. The summative evaluation must occur on a cycle determined by the educator's contract status. Probationary teachers and administrators must be evaluated every year and contract teachers and administrators every two years.

42. **Are probationary teachers required to receive a formal evaluation?**
Though Oregon statute does not specifically address formal observations for probationary teachers, providing probationary teachers with formal observations during the three year probationary period would be best practice.

43. **Do district goal setting calendars have to be fall through spring?**
As long as districts have a cycle for evaluation and professional growth as outlined in the Framework the district may determine the schedule.

44. **Are professional goals required to be set annually?**
All educators are required to set at least one professional goal. The frequency of goal setting depends on the educator's contract status. Probationary teachers and administrators are required to be evaluated annually and must therefore set annual professional goals. With contracted teachers and administrators districts have discretion for determining how many professional goals will be set and whether they will be evaluated annually or over the two year cycle.

45. **What are some examples of tools for self-reflection could be useful in informing goal setting?**
For districts using the Danielson Framework for Teaching, the elements, indicators and critical attributes included in the document can be used to help inform goal setting. Similarly, the Salem-Keizer LEGENDS rubric for teachers includes guiding questions that can be used to support this process. Districts not using one of these two models could use these examples to develop their own guiding questions.

46. **Are districts required to provide their teachers and administrators with a summative score?**
For reporting purposes, USDE requires that ODE collect the summative evaluation scores of all teachers and administrators in Oregon. This information is provided to

ODE through the Teacher and Principal Data Collection. It is the decision of individual districts as to whether they provide these summative scores to their staff.

47. **How will the March 15th deadlines for probationary teacher decisions be accommodated; as student test results (e.g., OAKS, SMARTER) will not be available?**
In making decisions about whether to renew a probationary teacher's contract districts must consider multiple pieces of evidence. Evidence could include teacher performance on professional practice and responsibility standards as well as progress toward meeting Student Learning and Growth Goals that are based on measures other than statewide assessments. Student performance on statewide assessments should not be the sole measure of student learning used in making personnel decisions.

48. **Some instruction in our district is delivered by teachers who are provided through the ESD. Who is responsible for conducting their evaluation - the district or the ESD?**
Whoever employs the teacher is responsible for evaluating the teacher. If the teacher is employed by the ESD then the ESD would be responsible for the evaluation under SB290.

DIFFERENTIATED PERFORMANCE LEVELS (RUBRICS)

49. **Do all elements of a particular rubric need to be evaluated during each evaluation cycle?**
One required element of all evaluation systems is that they provide aligned professional learning (professional development) that is informed by the results of the evaluation and targeted to the needs of the educator. Since every educator will have unique areas of strength and areas for improvement it is reasonable to assume that the evaluation and professional learning may be targeted to specific areas represented by the rubric. However, gathering baseline data for all teachers on all aspects of the rubric would be advisable as part of the first evaluation cycle.

50. **If a district is using an ODE Recommended Rubric (e.g., Danielson) is the district allowed to make changes to the rubric?**
Districts are welcome to make changes to a recommended rubric if doing so will provide a better fit between the rubric and the district. However, if a district changes more than 10% of a recommended rubric then a match gap analysis must be submitted along with the modified rubric in order to assure alignment between the modified rubric and the standards.

51. **ODE has recommended rubrics for teachers and administrators. Will ODE create rubrics for specialized staff (e.g., speech pathologists, counselors, etc.) or must districts create their own rubrics for these categories? (NEW)**

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ODE is aware that there are staff positions in most districts that do not fit neatly into the "teacher" category in terms of rubrics. Because districts were given the option to adopt one of several rubrics or create their own, ODE provides the following guidance to assist districts in creating specialized rubrics aligned to the Oregon Model Core Teaching Standards. Two of the recommended rubrics (LEGENDS and Danielson) have already created specialized rubrics which are linked in the Educator Effectiveness Toolkit.

For many specialized personnel there are national standards (e.g., the National Association of School Psychologists http://www.nasponline.org/standards/2010standards.aspx) that can be used to help develop specialized rubrics. Additionally, an instructive brief from the Great Teachers and Leaders Center titled Evaluating Specialized Instructional Support Personnel includes a link to examples of what other states have done which districts may find helpful.

52. **Are districts expected to fill the gaps in the Recommended Rubrics that are identified in the gap analyses provided by ODE?**
It is not expected that every rubric will address every indicator included in the standards. Rubrics identified as "Recommended" may have gaps; viewed holistically, the language of the rubrics have been determined to meet the overall goal for each standard. Consequently, districts are not required to fill the identified gaps.

Districts may choose to address the gaps, particularly if the gap is in an area that is strongly valued within the district's culture. For those rubrics identified as "requiring additional alignment", gaps identified in the ODE gap analysis must be filled in order for the rubric to be included for use in the district's evaluation system.

53. **Are the rubrics for general education teachers and building administrators the only rubrics that must be submitted by July 1, 2013?**
Districts must only submit copies of their rubrics if they are not using ODE recommended rubrics (a list of recommended rubrics can be found on the ODE website at www.ode.state.or.us/search/page/?id=3784). ODE has also identified examples of additional rubrics that address specialists, but is not requiring that they be submitted as part of the July 1 assurance.

OTHER

54. **What are the state reporting requirements for teacher evaluation results, if any?**
The current Principal and Teacher Evaluation data collection will be aligned with the four performance levels defined in the Oregon Framework.

55. **Is there any reason why professional competencies (such as ASHA or NASP) could not be built into the evaluation system?**
Districts are required to build their evaluation and support systems using Oregon's adopted standards for teacher and administrator professional practice. If a district wants to use any standards other than those adopted by the State Board of Education, a crosswalk between the district's chosen standards and Oregon's adopted standards would need to be submitted with the district's assurance.

56. **Can peer observations be used in the new evaluation system?**
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.

57. **If a district is using a percentage model, can different percentages be set for different departments/programs/positions or do the percentages need to be the same for all licensed/administrative staff?**
Oregon's Pilot districts are continuing to explore during the 2013-14 school year how to include student learning and growth as "a significant factor" in teacher and administrator evaluation. Once the pilots are complete we will be able to determine how student learning and growth will be used in Oregon.

The percentages districts set must be consistent across personnel and positions.

58. **What role do the results of educator evaluations have in making hiring determinations?**
The Framework does not mandate how evaluations must be used, but rather "School districts must describe in local board policy how their educator evaluation and support system is used to inform personnel decisions (e.g., contract status, contract renewal, plans of assistance, placement, assignment, career advancement, etc.)

59. **Will districts be allowed to modify and refine their systems after the July 1, 2013 submission deadline?**
Continuous improvement, review, and revision should be at the core of educator effectiveness work. It is expected that districts will continue to revise and refine their systems over the months and years to come to ensure that they work in practice and provide effective professional development for our educators. This includes changing the rubric used by the district, as long as it is aligned to the Oregon adopted standards for teacher and administrator practice.