

Willamette Curriculum Coalition (WCC) Leadership Team Meeting
 October 16, 2014
 8:00-11:00 AM
 Old Project Solutions Work Room

Good Morning!

| | | | |
|---------|---|---|-----------------------------|
| 8:00 am | Coffee & Refreshments | Networking Opportunities <i>Please take time to review of minutes from our September 18 Meeting.</i> | All |
| 8:10 am | Welcome & Introductions Review Minutes of 09-18-14 Meeting | We're glad you're here! Approve minutes from the September 18, 2014 meeting | Laurie Cooper, Chair All |

Information Items

| | | | |
|---------|--|---|--|
| 8:15 am | Educator Effectiveness – Peer Review Panels | Oregon Framework for Teacher and Administrator Evaluation and Support Systems Regional Peer Review Panel Presentations | Tanya Frisendahl ODE Education Specialist |
| 8:45 am | Logistics for Regional Peer Review Presentations | Moving the Peer Review Presentation process forward in the WESD region | Carol Larson, SIS Coordinator |

9:15 am **BREAK**

Issues of Practice – Educator Effectiveness: Teacher and Administrator Evaluation and Support Systems

| | | | |
|----------|---|--|--|
| 9:30 am | Panel Discussion | How do we support our teachers and administrators as we move forward with implementing Oregon's Framework for Teacher and Administrator Evaluation and Support Systems? <ul style="list-style-type: none"> • Silver Fall's work on observations and their new Teacher Cadre • Share out of work being completed in other school districts | Linda Myers, Director of Curriculum, Silver Falls School District All |
| 10:30 am | Planning for future WCC meetings | 3 topics your district could share out in a future meeting? | |
| 10:45 am | What will you take back to your district? | What information do you need to take back to your district? With whom do you need to share that information? What talking points will you use? | Laurie Cooper, Chair All |
| 11:00 am | Adjournment | Next meeting: Thursday, November 20, 2014 Issue of Practice: Collaborative Teams (PLCs, PLTs, Data Teams) | Laurie Cooper, Chair All |

ADJOURN

Feedback/Question Cards:

Meeting Feedback - YELLOW

ODE - BLUE

Carol Larson – PURPLE

Keith Ussery - GREEN

Willamette Curriculum Coalition (WCC)

Mission

To assist member school districts in improving teaching and learning.

Vision

By leveraging ideas, talents, and resources through collaborative efforts with other education and youth-serving organizations, the coalition will help member schools navigate relevant reforms and prepare all students to reach high learning standards.

Long-Term Goals

Revised November 19, 2009

by WCC Leadership Team

1. To foster partnerships, networks, and a collaborative culture among member districts, and between member districts and other educational organizations, in aligning curriculum, instruction, and assessment to state content and performance standards and to current research and best practices
2. To help member districts respond meaningfully to state and federal school improvement mandates, such as the Elementary and Secondary Education Act (ESEA) and the electronic Continuous Improvement Plan (e-CIP) requirements, and to obtain grant funds to support this process.
3. To provide high-quality and effective professional development programs
4. To provide technical assistance and support to member districts, schools, and teachers in curriculum-related school improvement and data-based instructional decision-making.
5. To advocate on behalf of local school districts, and to champion their perspective, in the development, implementation, and improvement of state-level policies, laws, rules, and programs.

Meeting Norms

We will agree to:

- Honor our time.
- Be respectful. Invite candor within limits and be tolerant of ideas.
- Leave with an action plan and follow through with it.
- Use public meeting procedures.
- Action items vs. information- clear definition of both in the agenda and when presented.
- Time allotted for thinking.
Come prepared.
- Share resources and materials.
- Food!

**Willamette Curriculum Coalition (WCC)
Leadership Team**

MINUTES

Thursday, September 18
Willamette ESD

| In Attendance | |
|---|--|
| <input checked="" type="checkbox"/> Alyx Lyons | <input checked="" type="checkbox"/> Eric Milburn |
| <input checked="" type="checkbox"/> Andrea Morgan | <input checked="" type="checkbox"/> Ernie Sowards |
| <input type="checkbox"/> Ann O'Connell | <input type="checkbox"/> Jack Thompson |
| <input type="checkbox"/> Art Houghtaling | <input checked="" type="checkbox"/> Jeff Clark |
| <input type="checkbox"/> Bart Baldwin | <input checked="" type="checkbox"/> Jennifer Christian |
| <input checked="" type="checkbox"/> Boyd Keyser | <input type="checkbox"/> Joe Wehrli |
| <input type="checkbox"/> Buzz Brazeau | <input checked="" type="checkbox"/> Julie Jackson |
| <input checked="" type="checkbox"/> Carol Larson | <input checked="" type="checkbox"/> Keith Ussery |
| <input checked="" type="checkbox"/> Cera Norwood | <input type="checkbox"/> Kent Klewitz |
| <input type="checkbox"/> Chuck Ransom | <input checked="" type="checkbox"/> Laurie Cooper, Chair |
| <input checked="" type="checkbox"/> Cory Bradshaw | <input checked="" type="checkbox"/> Linda Myers |
| <input checked="" type="checkbox"/> Dana Symons | <input type="checkbox"/> Margo Williams |
| <input type="checkbox"/> Dandy Parsons | <input type="checkbox"/> Perry LaBounty |
| <input type="checkbox"/> David Bolin | <input type="checkbox"/> Robin DeLoach |
| <input checked="" type="checkbox"/> Dawn Moorefield | <input checked="" type="checkbox"/> Robyn Brown |
| <input checked="" type="checkbox"/> Dean Rech | <input checked="" type="checkbox"/> Sara Floyd |
| <input checked="" type="checkbox"/> Desiree Kiesel, Chair Elect | <input checked="" type="checkbox"/> Sharman Ensminger |
| <input checked="" type="checkbox"/> Donovan Kim | <input type="checkbox"/> Steve Sugg |
| <input type="checkbox"/> Dorie Vickery | <input checked="" type="checkbox"/> Therese Gerlits |
| <input type="checkbox"/> Dustin Hoehne | <input checked="" type="checkbox"/> Todd Miller |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| Guests | |
| <input checked="" type="checkbox"/> Jon Wiens, ODE | <input checked="" type="checkbox"/> Martha Kroessins, LBLED |
| <input checked="" type="checkbox"/> Gretchen Brunner, WESD | <input checked="" type="checkbox"/> Marta Tuner, NWRES |
| <input checked="" type="checkbox"/> Jamie Richardson, Dallas SD | <input checked="" type="checkbox"/> Debbie LeDay, Cascade SD |
| Clerical Support | |
| <input checked="" type="checkbox"/> Michelle Slate | |

| | | |
|--|---|-----------------------------|
| | | |
| Welcome & Introductions | Laurie Cooper, Chair, called the meeting to order. Each attendee shared his/her name, district and position. | Laurie Cooper, Chair |
| Review Minutes Review Agenda Review WCC Goals Review WCC Norms Feedback Cards | Dawn Moorefield moved to approve minutes from the May 15, 2014 meeting. Ernie Sowards seconded. The meeting minutes were approved. The new agenda is more streamlined and will be more geared toward sharing. The group reviewed the new norms and decided not to make any changes to them. There are notecards attached to the agenda for feedback. They are color coded (color key located at bottom of agenda) to designate who the feedback is for. Carol will collect all feedback cards at the end of the meeting so she can compile the feedback and give it to the appropriate person. | Carol Larson, WESD |
| Explanation of Panel Discussions | It is important to share what is and isn't working, so we can use the strengths to benefit all our districts. Panel discussions should not be a major production and should not be overly time consuming for the panelists. It is a time to share what strategies are working for your district. | Laurie Cooper, Chair |

Please feel free to give input about what topics should be discussed, or the timing of when discussions about certain topics should take place. Agendas with discussion topics will go out early. If your district is strong in one of the areas of discussion, please offer to schedule a guest from your district to share with the group or join the discussion.

Issues of Practice – Social Media & Messaging

| | | |
|-------------------------|--|---|
| <p>Panel Discussion</p> | <p>How can districts, schools, and teachers use social media to communicate the good work that is happening in our school districts, while avoiding some of the pitfalls of social media?</p> <p>-Desiree Kiesel, North Marion School District:</p> <p>Some things to consider:</p> <p>What tools are we using?</p> <p>Are we getting the right information out there?</p> <p>How do you get people to look at your website?</p> <p>North Marion has set up a 'teaching and learning email address' which they use to set up social media accounts as teacher and community driven resources. This reduces the need for binders and handouts.</p> <p>A Facebook page can be used to embed things that show up in peoples' newsfeeds that might cause people to click a link which may direct them where you want them to go, such as a district webpage.</p> <p>Instagram is also popular. Teachers can post pictures, but must be very careful about confidentiality when posting pictures of students.</p> <p>Hootsuite.com can be used to manage all social media accounts together. Tweets and posts can be scheduled up to a week in advance. The website is https://hootsuite.com</p> <p>The initial set up of social media accounts was the most time-consuming part. Now, it only takes about ten minutes a week to manage the social media accounts.</p> <p>In the beginning stages, the conversation about using social media was to determine if the district had enough bandwidth.</p> <p>Jeff Clark shared that Amity School District uses IP addresses to control the amount of bandwidth available to computers that are available for students to use.</p> <p>-Jamie Richardson, Dallas School District:</p> <p>One of the primary goals for the Dallas School District is to use social media to share all the cool things students are doing. Feedback has been good. Parents like to see their kids.</p> <p>Dallas redesigned its whole website. There is a district website and each school has its own unique webpage.</p> <p>The two modes of communication parents like best are email and phone calls.</p> <p>They use Google Classroom and Google Apps in Your Classroom. Some of the teachers have their own blogs.</p> <p>Twitter is used for professional development.</p> <p>Smore is a great way to use electronic flyers and newsletters to communicate. The flyers are pushed out by email. The website is www.smores.com.</p> <p>Hard copies are still available for families who can't afford, or don't have the Internet.</p> <p>Staff members are encouraged to 'friend' students only if the social media page is set up like a classroom, not a personal page.</p> <p>-Keith Ussery, Willamette Education School District</p> <p>The WESD is preparing to launch a new and improved website.</p> <p>One important consideration for the WESD when choosing its website was to make sure the website looks good on mobile devices.</p> <p>Based on cost and other factors, going with www.schoolwires.com for the new website was an easy choice for the district. Schoolwires is easy to navigate and easy to edit.</p> <p>The WESD is working to make information easy for its users to access and manage.</p> <p>On the SIS pages of the website, there is a Twitter feed. Twitter makes it easier to provide the most up-to-date information to followers and those who view the webpages.</p> <p>On the WCC webpage, there is a menu on the left, a calendar with the department's</p> | <p>Desiree Kiesel, Chair Elect</p> |
|-------------------------|--|---|

| | | |
|--------------------------|---|--|
| | events and information about Essential Skills and Performance Assessments. | |
| Upcoming Attractions | <p>Thank you to all our panelists for sharing!</p> <p>Please look at the agenda topics for the 2014-2015 school year. Please consider which topics are your districts strengths. Who in your district can contribute?</p> <p>SIS has a new meeting and conference room. Carol Larson hosted a tour during the break for those who wished to see it.</p> | Laurie Cooper, Chair |
| 9 30 am | BREAK | |
| Information Items | | |
| SBAC is here! | <p>Transition to Smarter Balanced: Operational & Accountability Considerations: Smarter Balanced's tests in English, language arts and math assessments will be coming this year.</p> <p>Districts will still do OAKS testing only for 12th graders for the 2014-2015 school year. This will be the last time. There is no intention to continue OAKS testing beyond this year.</p> <p>For Smarter Balanced, districts will determine their own testing window within the given date range (March 10-June 12 for 2014-2015).</p> <ul style="list-style-type: none"> -Grades 3-8 will have a 12 week window. They should have received 66% of their instructional base before the testing window. -Grade 11 will have a 6 week window. They should have received 80% of their instructional base before the testing window. <p>There will only be a single testing opportunity each year; not two or three, as in the past. The Interim Test Administration Manual is posted, but is subject to change. The final TAM is expected in the beginning of October.</p> <p>There will be selected responses, constructed responses and performance tasks. The performance tasks will be preceded by a classroom activity.</p> <p>Smarter Balanced assessments will use computer adaptive technology, which is more precise and efficient than what has been used in the past.</p> <p>The test requires hand scoring, so scores will not be instantaneous.</p> <p>Consortium based accommodations may be used. It is <u>very important</u> to look at the accommodations in the manual. This will be time-consuming. Accommodations must be written in the student's IEP. The ODE website has information about what has changed with regard to accommodations.</p> <p>A field test was done last spring to 'test the test'.</p> <p>25,000 students from 217 schools representing 87 different districts participated in the field test.</p> <p>Districts can begin to prepare now by reviewing the tech requirements.</p> <p>Students, even third graders, should be encouraged to brush up on their typing skills. It is suggested teachers use more performance tasks in their daily lessons to prepare students.</p> <p>Headphones are required for the test, but microphones are not.</p> <p>States will vote November 6 about cut scores (proficiency standards). Cut scores will be consortium wide.</p> <p>Cut scores will be a part of the graduation policy.</p> <p>The cut score will need to meet Essential Skills.</p> <p>There will be a cost each time the test is administered.</p> <p>Modified diplomas will count as graduates in the Cohort Graduation Rates this fall.</p> <p>There will be a new exit code in the ADM. (Code) 4F will be for fifth year students who have met state and local requirements for a diploma but enroll to continue working toward an advanced diploma or for college credit.</p> <p>If they met all state and district requirements, they will be counted as a graduate for the 2014-2015 ADM.</p> <p>This will have a positive impact on graduation rates.</p> | Jon Wiens, Accountability & Reporting Manager ODE |
| ODE Update: | All Things ODE: | Andrea Morgan, Education |

| | | |
|--|---|------------------------------------|
| | <p>Parents are calling the ODE a lot about inter-district transfers.</p> <p>When a family moves during the school year, the student may stay at the school they previously attended.</p> <p>It is good for districts to communicate the process for transferring students in and out of the district. Many districts have a set limit for how many students they will allow to transfer in and out of the district.</p> <p>Parent Concerns:</p> <p>There are no laws or rules about class sizes in Oregon.</p> <p>The ODE has been receiving a lot of calls about bullying already. Online bullying is already an issue.</p> <p>Division 22 Assurances: You must be in compliance unless you have a waiver.</p> <p>AP Funding: There is a price break students for AP and IB. It is free for low income students. The funding is already in place so districts should strongly encourage students to sign up.</p> | <p>Specialist ODE</p> |
| <p>What will you take back to your district?</p> | <p>What information do you need to take back to your district?</p> <p>With whom do you need to share that information?</p> <p>What talking points will you use?</p> | <p>Laurie Cooper, Chair</p> |
| <p>Adjournment</p> | <p>The next WCC meeting will be Thursday, October 16th. Please be prepared to discuss collaboration and what logistics your district is using.</p> <p>The meeting was adjourned at 11:00.</p> | <p>Laurie Cooper, Chair</p> |
| <p>ADJOURN</p> | | |

Willamette Curriculum Coalition (WCC)

Mission

To assist member school districts in improving teaching and learning.

Vision

By leveraging ideas, talents, and resources through collaborative efforts with other education and youth-serving organizations, the coalition will help member schools navigate relevant reforms and prepare all students to reach high learning standards.

Long-Term Goals

*Revised November 19, 2009
by WCC Leadership Team*


1. To foster partnerships, networks, and a collaborative culture among member districts, and between member districts and other educational organizations, in aligning curriculum, instruction, and assessment to state content and performance standards and to current research and best practices.
2. To help member districts respond meaningfully to state and federal school improvement mandates, such as the Elementary and Secondary Education Act (ESEA) and the electronic Continuous Improvement Plan (e-CIP) requirements, and to obtain grant funds to support this process.
3. To provide high-quality and effective professional development programs.
4. To provide technical assistance and support to member districts, teachers and schools in curriculum-related school improvement and data-based instructional decision-making.
5. To advocate on behalf of local school districts, and to champion their perspective, in the development, implementation, and improvement of state-level policies, laws, rules, and programs.

Meeting Norms

We will agree to:


- Honor our time.
- Be respectful. Invite candor within limits and be tolerant of ideas.
- Leave with an action plan and follow through with it.
- Use public meeting procedures.
- Action items vs. information- clear definition of both in the agenda and when presented.
- Time allotted for thinking.
Come prepared.
- Share resources and materials.
- Food!

REGIONAL PEER REVIEW PANELS (PRP)



Peer Review Panel: Background

- As a requirement of the ESEA waiver, ODE must establish a process to ensure that all districts implement a comprehensive, high-quality evaluation and support system consistent with state guidelines.
- What purpose do the Peer Review Panels serve?
 - Feedback on each school district's evaluation system
 - Identify supports tailored to each school district's needs
 - Identify best practices




Peer Review Panel: Process

- The Peer Review process is intentionally designed to be a collaborative conversation between colleagues within a region
- Through process of districts examining each others' systems, regional colleagues can strengthen their processes by sharing best practices

Peer Review Panel: Process

- Districts complete self-appraisal and two-page summary outlining strengths and gaps
- Submit to ESD Coordinator 2 weeks prior to PRP
- District representatives (2-3) meet with PRP for one-hour conversation
 - District and PRP discuss strengths and gaps & determine next steps
- PRP lead provides summary to ODE
- District upload PRP summary/next steps in Indistar

Peer Review Panel: Process

- Support to Districts
 - ODE will identify district needs and design professional learning and technical assistance
 - ODE will disseminate promising practices
- Accountability
 - Requirement of Waiver and OAR 581-018-0315
 - ODE will monitor the PRP process in each region
 - ODE will follow up with districts in need of support to ensure gaps are addressed

Peer Review Panel: Criteria

- ❑ Districts submit 2-3 names of individuals who meet the criteria; not required but encouraged as professional growth opportunity
- ❑ **Criteria for Panel Member Selection:**
 - Demonstrated understanding of the new evaluation system through participation on the districts' evaluation design team
 - Demonstrated understanding of Student Learning and Growth (SLG) goals having written or approved SLG goals
 - Completed Inter-rater Reliability training (administrators)
 - Knowledgeable about CCSS instruction and alignment with evaluation systems

Peer Review Panel: Self-Appraisal Tool

- ❑ The criteria and indicators in the Self-Appraisal Tool describe a high-quality, comprehensive evaluation and support system fully implemented. District teams will use the indicators and guiding questions in the tool to critically review and determine the current level of implementation and quality of their evaluation system

Example Indicator

| INDICATOR | ❑ Insufficient | ❑ Progressing | ❑ Sufficient | Evidence |
|---|--|--|---|----------|
| T1.4 The evaluation system incorporates appropriate evaluation instruments, including observations of practice and demonstrations of professional responsibilities. | There is little or no evidence that the evaluation system incorporates observations and demonstration of professional responsibilities. | NO RATING HERE -- INSUFFICIENT OR SUFFICIENT ONLY | The evaluation system incorporates observations and demonstration of professional responsibilities. | |
| Guiding Question 1.7: | <ul style="list-style-type: none"> • How frequently are observations conducted? How many observations within a cycle? • What is the process of artifact selection and review? How frequently is the artifact review conducted? • How are demonstrations of professional responsibilities measured? • How observations and artifact collection are differentiated by other TREC licensed personnel? | | | |

Example Indicator

| INDICATOR | ❑ Insufficient | ❑ Progressing | ❑ Sufficient | Evidence |
|--|--|---|---|----------|
| T1.8 Evaluators are trained in the implementation of the district's evaluation instruments and demonstrate their ability to make consistent judgments, and are licensed or a regular basis to make accurate judgments. | There is little or no evidence that evaluators have been trained in the use of the evaluation instruments and have demonstrated that they are able to make consistent judgments. | Most evaluators have been trained in the use of the evaluation instruments and have demonstrated that they are able to make consistent judgments. There are processes in place to demonstrate evaluators' judgments are calibrated. | All evaluators have been trained in the use of the evaluation instruments and have demonstrated that they are able to make accurate judgments. There are processes in place to demonstrate evaluators' judgments are calibrated on an ongoing basis and document that they continue to make accurate judgments. | |
| Guiding Question 1.8: | <ul style="list-style-type: none"> • How does the district ensure ongoing inter-rater reliability of applications? | | | |

Example Indicator

| INDICATOR | ❑ Insufficient | ❑ Progressing | ❑ Sufficient | Evidence |
|--|--|--|---|----------|
| T2.4 The district has a process in place to determine an educator's summative evaluation rating based on the Oregon Matrix Model for Educator Summative Evaluation which includes professional practice and professional responsibilities and student learning and growth as a significant factor. | There is little or no evidence that the combination of evaluation from these three areas is used to determine the administrator's summative rating aligned to the Oregon Matrix. | The district is developing their summative model which combines evaluation from these three areas to determine the administrator's summative rating aligned to the Oregon Matrix requirements. | The combination of evaluation from these three areas is used to determine the administrator teacher's summative rating aligned to the Oregon Matrix requirements. | |
| Guiding Question 2.4: | <ul style="list-style-type: none"> • What is the district's plan to incorporate the Oregon Matrix summative model into their evaluation system? | | | |

PRP Materials

- ❑ Please visit ODE's PRP webpage to view the PRP documents and communications:
 - ❑ <http://www.ode.state.or.us/search/page/?id=4119>

Contact Information

- Sarah Phillips, Education Specialist
E: sarah.phillips@state.or.us
P: 503.947.5783
- Brian Putnam, Education Specialist
E: brian.putnam@state.or.us
P: 503.947.5806
- Theresa Richards, Director of Educator Effectiveness
E: theresa.richards@state.or.us
P: 503.947.5736





Willamette
EDUCATION SERVICE DISTRICT

Peer Review Panel (PRP) Implementation Timeline

Questions: Contact Carol Larson, Coordinator, SIS
503.385.4728
carol.larson@wesd.org

Integrity • Innovation • Excellence • Partnerships

- October 17, 2014:** WESD Peer Review Panel District Priority Presentation Dates due to Carol Larson.
- October 24, 2014:** Peer Review Panelist Training
9:00 am - 1:00 pm
School Improvement Lab
WESD, Salem
- November 05, 2014:** Documentation to support of local District Educator Evaluation and Support System for use with Peer Review Panel (PRP) in electronic format is due to Carol Larson.
- November 7, 2014:** Peer Review Panel Team Calibration and District materials review.
8:30 am – 4:00 pm
School Improvement Lab
WESD, Salem
- November 10, 2014:** Districts notified of Peer Review Panel Conversation date, time, room assignment and Review Team members.
- November 14, 2014:** Peer Review Panel Presentation/Conversation
8:00 am – 4:00 pm
Multiple rooms
WESD, Salem
- November 21, 2014:** Peer Review Panel Conversations
8:00 am – 4:00 pm
Multiple rooms
WESD, Salem
- December 12, 2014:** Peer Review Panel Conversations
8:00 am – 4:00 pm
Multiple rooms
WESD, Salem

District Educator Evaluation and Support System

*Guidelines for
Regional Peer Review Panels*

| <u>Sections</u> | <u>Page</u> |
|-------------------------|-------------|
| Overview | 2 |
| PRP Process Steps | 3 |
| Key Dates | 4 |

District Educator Evaluation and Support System

Guidelines for Regional Peer Review Panels

Section 1: Overview

In 2011, the Oregon Legislature passed Senate Bill 290 launching new requirements for educator evaluation systems statewide. In 2012, as part of the Elementary and Secondary Education Act (ESEA) Flexibility Waiver process, the Oregon Department of Education (ODE) and a stakeholder workgroup developed state guidelines for local educator evaluation systems in Oregon. The *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*, endorsed by the Oregon State Board of Education in 2012, aligns both SB290 and ESEA waiver requirements and provides parameters for districts as they develop and implement their local systems.

The primary goal of Oregon's evaluation system is the **professional growth and continuous improvement of all educators' practice**. The system is based on the standards of professional practice for teaching and leadership designed to increase the quality of instruction in the classroom and leadership within the school and district to improve achievement and equitable outcomes for all students.

Recognizing that the development and implementation of a high-quality evaluation system occurs over time, Oregon's process has been designed in three phases:

Phase 1: In 2013, all Oregon school districts submitted **SB290 District Assurances** to ODE, assuring that their developing evaluation systems were aligned to the state requirements outlined in the Oregon Framework and approved by ODE.

Phase 2: In 2014, all districts must present details and documentation of their local evaluation and support system to a regional **Peer Review Panel (PRP)**. In this process, districts will receive targeted feedback and supports tailored to their needs and panel reviews will identify best practices. This process is intended to help districts identify areas where they may need assistance. ODE will provide statewide professional learning opportunities and regional implementation support.

Please note the ESEA waiver timeline requires all districts to present their evaluation system and receive feedback by July 1, 2015. However, in order for districts to benefit from technical assistance targeted to their implementation needs during the 2014-15 school year PRPs should be completed no later than December 1, 2014. Districts that are ready are encouraged to complete the PRP process during June-Aug 2014.

Phase 3: Beyond 2015, districts will continue to monitor and adjust their local evaluation and support systems through their district **continuous improvement process**.

The purpose of this document is to guide districts in preparing for a presentation of their educator evaluation and support system for **teachers and administrators** to a regional PRP. ODE has collaborated with partners including Oregon Education Association (OEA), Confederation of Oregon

School Administrators (COSA), Chalkboard, Oregon Association of Education Service Districts (OAESD) and Northwest Comprehensive Center at Education Northwest and has engaged educators in developing these guidelines and criteria. The PRP guidelines establish common expectations for a high-quality educator evaluation and support system that emphasizes professional growth of all educators and continuous improvement of the system.

The PRP guidelines and criteria support the work of school districts to assure educator quality through a comprehensive district educator evaluation system that:

- establishes a common understanding of expectations for educator quality within the district;
- emphasizes the professional growth and continuous improvement of individual educators;
- creates an organizational approach to the collective professional growth and continuous improvement of groups of educators to support district goals;
- provides quality assurance for the performance of all district educators;
- assures fair, accurate, and consistent evaluations; and
- provides district educators a role in guiding the ongoing system development in response to systematic feedback and changing district needs.

ODE recommends that the collaborative team responsible for district leadership in educator evaluations review the guidelines to develop an understanding of what will be required to present to the regional PRP.

Peer Review Panel (PRP) Process

Step 1: All districts complete a review of their teacher and administrator evaluation and support systems using the guidelines in this document and the accompanying **Self-Appraisal Tool** prior to meeting with the PRP. The tool includes indicators for both teacher systems and administrator systems.

Key indicators for each criteria are highlighted in **bold print**. Districts must identify next steps for the **key indicators** that are determined to be insufficient or progressing to ensure quality systems are fully implemented. Guiding questions are provided for each indicator to help districts identify evidence in their system that allows the district team and Peer Review Panel to determine how well the district's system addresses the criteria. (Please note, it is not intended for the district team to write out answers to these questions.)

Indicators are described by three levels: Insufficient, Progressing, and Sufficient. For each indicator, identify the level that best describes implementation in the district. In the Evidence column of the Self-Appraisal Tool, simply indicate by page number/tab/title where in the district's evaluation system documents (e.g. handbooks, rubrics, calendars, presentation materials) evidence is found. There is no need to rewrite or summarize the document.

Step 2: Districts complete the two-page summary template provided incorporating the results from the self-appraisal of both their teacher and administrator evaluation and support systems, outlining the strengths and gaps within these systems.

Step 3: Two weeks prior to the district's PRP, districts submit materials to their regional PRP coordinator including: the self-appraisal, the summary template, two administrator and two teacher student learning and growth (SLG) goals, and district documents that illustrate their complete system (e.g.; implementation and professional learning materials, handbooks, rubrics, calendars).

Step 4: PRP members conduct a review of submitted materials using the self-appraisal tool and the review template.

Step 5: District representatives (2-3 representatives per district) meet with PRP for a one- hour conversation. Districts report out on their identified strengths and weaknesses and panel members report on their review. They engage in dialogue and determine next steps/issues to be addressed and identify best practices that can be shared with other districts.

Step 6: The PRP panel leader provides a summary to the district and to ODE that documents the process and identified issues/next steps.

Step 7: Districts will upload the PRP summary from their panel review into Oregon’s Indistar® tool and include identified next steps in the district’s comprehensive plan for continuous improvement. The district’s PRP process can be used to address the Indistar® indicators for “Educator Effectiveness.”

Required Attachments and Links

- A. Self-appraisal for both teacher and administrator systems; two teacher and two administrator SLG goals (must include ELA or math and a non-tested subject for both); and district documentation that illustrates the complete system (e.g.; implementation and professional learning materials, handbooks, rubrics, calendars)

- B. Contract language related to educator evaluation and support

Support to Districts

Through the PRP process districts will identify supports they need and best practices to share. ODE will use information from the PRPs to inform and drive professional learning across the state, provide targeted technical assistance, and offer opportunities for districts to network and share best practices during the 2014-15 school year.

Accountability

Districts must present their evaluation systems to a Peer Review Panel prior to July 1, 2015. This is a requirement of both the ESEA Waiver and Oregon Administrative Rule 581-018-0315. Using the Indistar® tool, ODE will follow up with districts to ensure insufficient and progressing indicators are addressed. A review of districts’ progress will also be incorporated into the scheduled review of district Continuous Improvement Plan and federal monitoring processes.

Key Dates

| | |
|--------------------|--|
| June 2014 | ODE provide criteria for panelists’ selection. |
| June 2014 | ODE disseminate revised PRP guidelines and criteria for PRP panelists ODE pilot tools and process with selected districts |
| Aug 1-Sept 1, 2014 | Districts submit names of panelists to their ESDs. |
| Sept-Oct 2014 | ODE provide regional PRP trainings for panelists. |

| | |
|------------------|--|
| Sept-Dec 1, 2014 | <p>Districts present their evaluation and support systems to a PRP scheduled at their regional ESD.</p> <p>PRPs should be completed no later than December 1, 2014 in order for districts to benefit from technical assistance targeted to their implementation needs during the 2014-15 school year.</p> <p><i>Any district or ESD that would like to begin the process prior to the start of the 2014-2015 school year is welcome to submit a timeline and plan to ODE for approval.</i></p> |
| 2014-2015 | <p>ODE, partners, and technical assistance providers provide targeted and regional support to districts and disseminate districts' best practices.</p> |

Contact Information

For questions, please contact:

Sarah Phillips, Educator Effectiveness Specialist

Sarah.phillips@state.or.us

503-947-5783

Theresa Richards, Director of Educator Effectiveness

Theresa.richards@state.or.us

503-947-5736

**Summary of District Self-Appraisal
for Peer Review Panel (PRP)**
to be submitted two weeks prior to the district's PRP

District Name: _____ Date _____

- I. Describe the strengths and weaknesses discovered in completing the Self-Appraisal of your district's evaluation system for teachers and administrators:***

STRENGTHS:

WEAKNESSES:

II. Describe the next steps you feel will be most beneficial to continuous growth of educators in your district, based on completing the Self-Appraisal of your district's evaluation system for teachers and administrators:

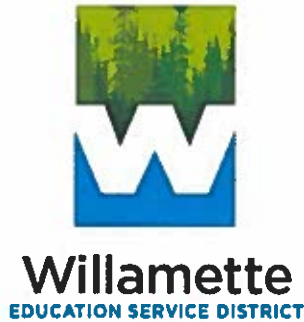
III. Additional Information:

What further explanation would you like to provide the review panel regarding the evidence provided for any of the indicators in the Self-Appraisal Tool? Are there additional strengths/areas of improvement that you discovered in completing the self-appraisal that you would like to include in this summary?

District Peer Review Panel Submission Checklist

**All materials are due to the ESD two weeks prior
to the district's Peer Review Panel**

| | |
|---|--|
| <input type="checkbox"/> (required) | Completed Self-Appraisal Tool (includes both teacher and administrator systems) |
| <input type="checkbox"/> (required) | Two-page summary incorporating the results from the self-appraisal of both the teacher and administrator systems, outlining the strengths and gaps within each of these systems |
| <input type="checkbox"/> (required) | Two Administrator Student Learning and Growth (SLG) goals (must include ELA or math and a non-tested subject) |
| <input type="checkbox"/> (required) | Two Teacher Student Learning and Growth (SLG) goals (must include ELA or math and a non-tested subject) |
| <input type="checkbox"/> (required) | Contract language related to educator evaluation and support |
| <i>District documents and links that illustrate the complete system</i> (Mark all that are included in the submission/not all listed are required): | |
| <input type="checkbox"/> | Teacher Evaluation and Support Systems Handbook |
| <input type="checkbox"/> | Administrator Evaluation and Support Systems Handbook |
| <input type="checkbox"/> | Teacher Rubric |
| <input type="checkbox"/> | Administrator Rubric |
| <input type="checkbox"/> | Implementation/Planning Calendar |
| <input type="checkbox"/> | Implementation Materials |
| <input type="checkbox"/> | Professional Learning Materials (PPTs, agendas...) |
| <input type="checkbox"/> | Other documents (Please indicate titles) |



Willamette Curriculum Coalition (WCC)

2014-15 Meeting Schedule

District Panel Presentations

Integrity • Innovation • Excellence • Partnerships

| MEETING DATE | FOCUS |
|--------------------|---|
| September 18, 2014 | Social Media & Messaging <ul style="list-style-type: none"> • Dallas • North Marion • Sheridan • WESD |
| October 16, 2014 | SB 290 Educator Effectiveness – Peer Review Panels <ul style="list-style-type: none"> • Silver Falls |
| November 20, 2014 | PLCs – Systems & Set-up <ul style="list-style-type: none"> • Jefferson • North Marion • Sheridan • Willamina • Woodburn |
| December 11, 2014 | Smarter Balance – Preparation & Training <ul style="list-style-type: none"> • Falls City |
| January 15, 2015 | Essential Skills – Systems & Strategies <ul style="list-style-type: none"> • Falls City • Jefferson • North Marion • Perrydale • Silver Falls • Sheridan • WESD • Woodburn |
| February 19, 2015 | SB 290 Educator Effectiveness – Collecting & Using Observational Data <ul style="list-style-type: none"> • Central • North Marion • Silver Falls • Willamina • Woodburn |
| March 19, 2015 | SB 290 Educator Effectiveness – Using Trend Date to Identify/Plan Professional Development |
| April 16, 2015 | PLCs – Using Assessment to Drive Instructional Practices <ul style="list-style-type: none"> • Central • Jefferson • Perrydale • Willamina • Woodburn |

| | |
|----------------------|--|
| May 21, 2015 | Smarter Balance – Troubleshooting from the Trenches <ul style="list-style-type: none">• Central• Falls City• Gervais• Perrydale• Silver Falls |
| June 11, 2015 | Report Card Data – Unpacking & Reflection from 2014-15 School Year <ul style="list-style-type: none">• Woodburn |

Take Aways:

- Give me a compelling reason not to make it happen!
- Schedule meeting with other PRPs to figure out PRP
- Go through PRP w/superintendent
- Stop at bakery and get goodies
- Start mentoring and get by in
- Report to leadership the concrete details for PRP
- PRP...just the two
- Design team and pull them together...
- Identification of SLG
- PRP mtg w/sup & design team (chalkboard collaboration design grant)
- Share with design team PRP/Linda's stuff
- 3 ???
- Lots of ???
- Take back to district and needs assessment of where we need to go
- Buy colleague copious amounts of candy for person she brought who will be doing PRP
- Take the information back to HR director



Willamette
EDUCATION SERVICE DISTRICT

Willamette Curriculum Coalition (WCC)

October 16, 2014

Plus/Delta Meeting Review

Integrity • Innovation • Excellence • Partnerships

+

- The meeting agenda format and clear topics work really well!
- Coffee and partner share time
- Really appreciate the time to talk/share with others
- Good conversations as a whole group and in small group
- Great meeting, thanks
- Meeting was fine, although there was a great deal of slack time in it. I don't really have time for that.
- Linda's info about their process was very encouraging and thought provoking!
- Thanks for the prep time you put into these meetings – so many resources.
- Love the topic based/panel format.

△

- Am just wondering if a horseshoe would allow better interaction? The long table is challenging to see everyone.
- Table set-up
- Seating arrangement
- Seating could be changed to allow for more visual and physical collaboration
- I would appreciate a one page "to do" list following these meetings. Tasks that need to be done, or grant opportunities that are upcoming.
- Don't like the seating arrangement. Can't see people or their nametags.