

Core Teaching Standards

The core teaching standards¹ must:

1. Consider multiple measures of teacher effectiveness that encompass a range of appropriate administrative behaviors. These measures use multiple evaluation methods that utilize multiple measures to evaluate teacher performance which may include, but is not limited to:
 - a. Student performance;
 - b. Student assessment;
 - c. Classroom-based assessments, including observations, lesson plans and assignments;
 - d. Portfolios of evidence;
 - e. Supervisor reports; and
 - f. Self-reflections and assessments.
2. Consider evidence of student academic growth and learning based on multiple measures of student progress, including student performance data;
3. Be research based;
4. Be separately developed for each teacher; and
5. Be customized to the district, which may include individualized weighting and application of standards.

Local evaluation and support systems established by the district for teachers must be:

1. Designed with four performance level ratings of effectiveness as defined in the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*;
2. Based on significant consideration of student learning, which may include, but is not limited to:
 - a. Schoolwide academic growth, as determined by the statewide assessment system implemented by the Oregon Department of Education under ORS 329.485;
 - b. Formative and summative assessments; and
 - c. Classroom-level student learning goals set collaboratively between teachers and evaluators.

¹Performances, essential knowledge and critical dispositions for each standard are contained within the Interstate Teacher Assessment and Support Consortium (InTASC) core teaching standards.

3. On a regular cycle.

Superintendents shall regularly report to the Board on implementation of the evaluation and support systems and educator effectiveness.