

Core Teaching Standards

The core teaching standards¹ must:

1. Consider multiple measures of teacher effectiveness that encompass a range of appropriate teacher 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.
3. On a regular cycle.

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

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