

Oklahoma's Teacher and Leader Effectiveness Evaluation System Frequently Asked Questions

STATUTORY REQUIREMENTS

1. What are the components of TLE?

Fifty percent of the Teacher and Leader Evaluation will be based on rigorous and fair qualitative components. The qualitative component will be evaluated using one of the evaluation frameworks discussed in the section titled "The Frameworks." The remaining 50% will be based on quantitative components. Thirty-five percent of the quantitative component will be based on student academic growth using multiple years of standardized test data. The remaining 15% will be based on other academic measures. For teachers in grades and subjects for which there is no state-mandated testing measure, districts will use an assessment using objective measures of teacher effectiveness including student performance on unit or end-of-year tests, in accordance with State Board of Education policies.

2. How will student growth be measured?

The Oklahoma State Board voted to use a Value Added Model to measure student academic growth for teachers and leaders in grades and subjects for which multiple years of standardized test data exist. For teachers and leaders in grades and subjects for which there is no state-mandated testing, the OSDE will conduct more research.

3. How will "other academic measures" be calculated?

The Oklahoma State Board voted to conduct further study of best practices to develop a list of appropriate measures for Oklahoma.

4. How will teachers and leaders be rated?

The TLE will have a five-tier rating system:

- ✓ Superior
- ✓ Highly Effective
- ✓ Effective
- ✓ Needs Improvement
- ✓ Ineffective

5. When must the TLE be adopted by local school boards?

Local board policies regarding TLE must be in place by the 2013-2014 school year.

6. What happens if a district does not comply or implement the TLE System by the start of the 2013-2014 school year?

Per statute, refusal by a school district to comply with the provisions of Title 70 Section 6-101,10, "shall be grounds for withholding State Aid funds until compliance occurs."

THE FRAMEWORKS

1. Which frameworks may districts select?

For the teacher framework, districts may choose from:

1. Tulsa's TLE Observation and Evaluation System,
2. Marzano's Causal Teacher Evaluation Model, or
3. Danielson's Framework for Teaching Evaluation Instrument.

For leader frameworks, districts may choose from:

1. McREL's Principal Evaluation, or
2. Reeves's Leadership Performance Matrix.

2. Where can districts find more information about each of the frameworks?

Please visit the Oklahoma Department of Education's TLE website at <http://ok.gov/sde/oklahoma-teacher-leader-effectiveness-tle> for copies of each framework as well as webinars and other documents sponsored by the framework providers. The TLE website also contains webinars conducted by the State Department detailing statutory requirements and timelines. Notification of upcoming webinars and videoconferences will be sent to district Superintendents as well as through Leadership Post and other OSDE communications tools.

3. Who must be involved in selecting a district's teacher evaluation system?

Each school district board of education must maintain and annually review a written policy of evaluation. District adoption of the TLE framework and method of evaluation *should include* consultation and involvement of representatives selected by local teachers and administrators. This may include the district superintendent, central office administration, principals, assistant principals, teachers, union representatives, parents, or community stakeholders. Every policy adopted by a local school board must comply with and be based upon the TLE System developed by the State Board of Education. To ensure compliance with the TLE, local school boards should take board action to review and adopt the TLE System models for their district prior to the start of the 2013-2014 school year and review it annually thereafter.

4. What is the deadline for making a decision regarding framework selection?

All districts must provide written notification of the district's framework selection by **April 16, 2012**. A form will be provided to districts to assist in this process.

5. When will training occur?

Training on each of the frameworks will occur in the spring and summer of 2012.

6. How long is the training?

The length of the training may vary slightly depending on the framework selected. All framework providers are required to provide intense, high-level training to ensure effective evaluation.

7. Will administrators need to be certified in the new evaluation system?

Yes. All framework providers are required to certify each evaluator at the end of the training session. This means that prior to a district administrator conducting evaluations; they must pass an evaluation test based on the framework's specific training.

THE PILOT YEAR

1. When is the pilot year?

The pilot year for the TLE System is the 2012-2013 school year. The pilot year is a “dry run” of the TLE system; it is designed to be a planning and learning year for districts to obtain training and learn how to properly implement evaluations prior to the high stakes application of the law.

During the pilot year, districts can use the TLE evaluation frameworks without consequence and are encouraged to report to the TLE Commission what was successful and what needs to be improved. This district feedback will be used to improve the TLE System and its implementation.

2. Which districts will participate in the 2012-2013 Pilot Year?

All districts in the state of Oklahoma will participate in the 2012-2013 TLE Pilot Year. All schools within each district and all teachers within each school will participate.

FUNDING

1. Who pays for training and implementation of the TLE System?

Funding for training on each of the models will be based on a district's Average Daily Attendance (ADA). While the TLE statutes do not contain any mandatory funding language, the State Department has set aside some state appropriated funds to be spent on training evaluators. There is no guarantee that such continued funding will be available in future years.

UNION INVOLVEMENT AND NONREEMPLOYMENT

1. What should districts consider when negotiating collective bargaining clauses involving TLE?

Collective bargaining is a local district matter. Teacher and leadership evaluation clauses contained in collective bargaining agreements will have to be addressed and negotiated by districts in a timely manner to comply with existing TLE statute requirements prior to the beginning of the 2013-2014 school year. Selection of the TLE framework or model is a statutory duty of the districts that cannot be delegated. Evaluation standards adopted by districts that go beyond the TLE System standards are negotiable.

REMEMBER- Districts should adjust or renegotiate terms of any collective bargaining agreement that does not fully comply with the TLE System statutory requirements prior to the start of the 2013-2014 school year. Districts cannot delegate or negotiate away the duty to select the TLE System framework.

2. How does the TLE System affect district termination decisions?

The TLE System goes into effect in 2013-2014; termination provisions of the law do not become effective or enforceable until the 2013-2014 academic school year. Therefore, during the Pilot Year, the evaluations will not have the high stakes consequences of employment decisions. In those cases, districts must use their current board policies related to evaluation for employment decisions. However, if a local school board chooses to adopt the policies related to TLE prior to the Pilot Year, then the new evaluation system can be used for employment decisions. It is critical that districts consult with local counsel for specific legal advice regarding this matter.

Pilot year evaluations do not count towards the two or three year consecutive rating for mandatory termination provided by the TLE statute. The counting of consecutive years for TLE effectiveness ratings begins in the 2013-2014 school year.

The TLE System requires districts to implement comprehensive remediation plans for all teachers rated as “needs improvement” or “ineffective”. 70 O.S. §70-6-101.16. There is no time length for “comprehensive remediation plans” in this statutory provision. However, per the Teacher Admonishment statute, a “reasonable time for improvement” is defined as no longer than two months. 70 O.S. §101.24(A)(2).

Please keep in mind that Title 70, Section 6-101.22 (A) lists 8 reasons why a career teacher may be dismissed or not reemployed:

1. Willful neglect of duty;
2. Repeated negligence in performance of duty;
3. Mental or physical abuse to a child;
4. Incompetency;
5. Instructional ineffectiveness;
6. Unsatisfactory teaching performance;
7. Commission of an act of moral turpitude; or
8. Abandonment of contract.