



# The Building Blocks of TLE

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# OVERVIEW

- ▶ WHY?
  - ▶ WHO?
  - ▶ WHAT?
  - ▶ HOW?
  - ▶ WHEN?
- 



**WHY?**

# *The Widget Effect*

- ✓ Nearly 98% of all teachers received high ratings.
  - ✓ Districts failed to recognize and reward excellence.
  - ✓ Professional development was rarely tied to results.
  - ✓ New teachers were rated above satisfactory.
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# Long Term Impacts of Teachers

An Effective Teacher....

- ✓ can increase a student's salary in adulthood by \$25,000 over a lifetime.
  - ✓ raises the probability the student will attend college.
  - ✓ increases the quality of college the student attends.
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# Long Term Impacts of Teachers

An Ineffective Teacher...

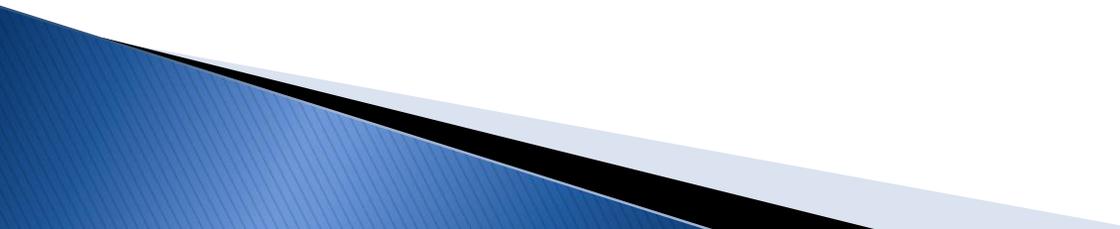
is equal to being absent 40% of the school year!

# Improve Student Achievement By:

- influencing classroom instruction,
  - facilitating continuous improvement of all teachers and all leaders,
  - encouraging ongoing professional growth of all educators,
- 

# Improve Student Achievement

## By:

- focusing professional development around the needs of individual educators, and
  - prioritizing research-based instructional practices proven to improve student achievement.
- 



WHO?

# Which states are implementing new evaluation systems?

- ▶ Arizona
- ▶ Colorado
- ▶ Florida
- ▶ Indiana
- ▶ Maryland
- ▶ New York
- ▶ Rhode Island
- ▶ Tennessee

To date, 37 states use some form of a new evaluation system.



WHAT?

# Statutory Requirements

The TLE will have a five-tier rating system.

- ▶ Superior
- ▶ Highly effective
- ▶ Effective
- ▶ Needs improvement
- ▶ Ineffective

**70 O.S. § 6-101.16**

# Statutory Requirements

- ▶ 50% of the evaluation ratings based on rigorous and fair qualitative components

**70 O.S. §6-101.16**

# Statutory Requirements

Qualitative assessment must be evidence-based and include observable and measureable characteristics that are correlated to student performance.

**70 O.S. §6-101.16**

# Statutory Requirements

## Teacher Characteristics

- ▶ Organizational and classroom management skills,
- ▶ ability to provide effective instruction,
- ▶ focus on continuous improvement and professional growth,
- ▶ interpersonal skills, and
- ▶ leadership skills.

**70 O.S. §6-101.16**

# Statutory Requirements

## Leader Characteristics

- ▶ Organizational and school management skills,
- ▶ instructional leadership,
- ▶ professional growth and responsibility,
- ▶ interpersonal skills,
- ▶ leadership skills, and
- ▶ stakeholder perceptions.

**70 O.S. §6-101.16**

# Statutory Requirements

- ▶ 50% of ratings based on quantitative components
  - 35% student academic growth using multiple years of standardized test data
  - 15% based on other academic measurements

**70 O.S. §6-101.16**

# Statutory Requirements

- ▶ Teachers in grades and subjects for which there is no state-mandated testing measure
  - An assessment using objective measures of teacher effectiveness including student performance on unit or end-of-year tests

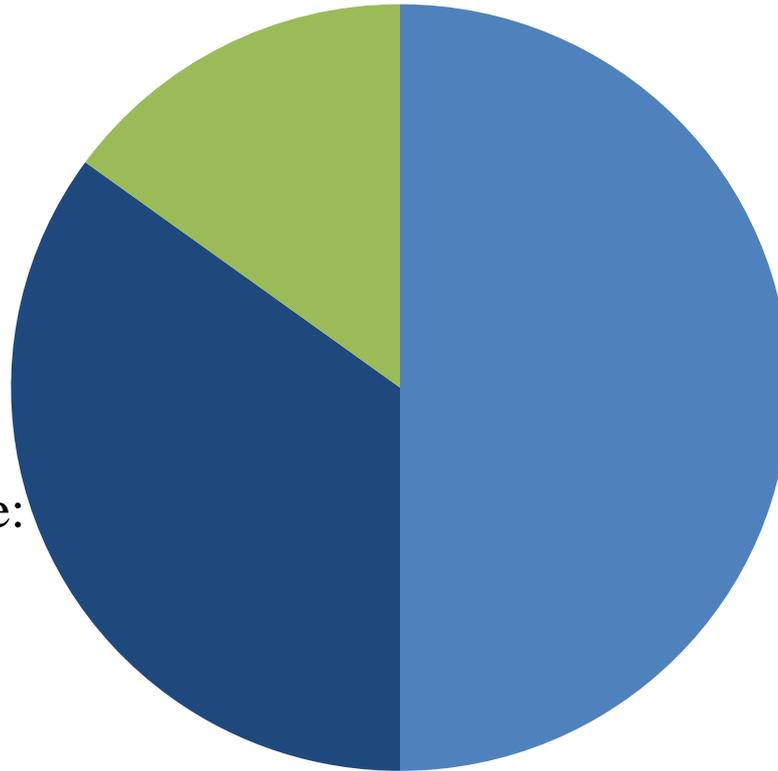
# Statutory Requirements

- ▶ Teachers in grades and subjects for which there is no state–mandated testing measure
  - Emphasis shall be placed on the observed qualitative assessment as well as contribution to the overall school academic growth.
    - **70 O.S. § 6–101.16**

# Statutory Requirements

Quantitative:  
Other  
Academic  
Measurements  
15%

Quantitative:  
Student  
Academic  
Growth  
35%



Qualitative  
50%

# Statutory Requirements

Local board policies regarding evaluations must be based on TLE by 2013–2014 school year.

**70 O.S. § 6-101.10**

# Statutory Requirements

- ▶ Data generated from the TLE will be used to drive educational decisions.
  - Incentive pay plans  
**70 O.S. § 5-141.4**
  - Career teacher status  
**70 O.S. § 6-101.3**

# Statutory Requirements

- Comprehensive remediation plan/ instructional coaching for teachers rated needs improvement or ineffective.

**70 O.S. § 6-101.16**

# Statutory Requirements

- Reduction in Force policies will use teacher effectiveness as the primary basis for releasing teachers.

**70 O.S. § 6-101.31**

# Statutory Requirements

- Teacher non-reemployment decisions will be based on TLE ratings.

**70 O.S. § 6-101.22**

- Administrator non-reemployment decisions will be based on TLE ratings.

**70 O.S. § 6-101.13**

# Qualitative Measures (50% of Total TLE)

## ▶ Teacher Frameworks

- Tulsa TLE Observation and Evaluation System
- Marzano Causal Teacher Evaluation Model
- Danielson's Framework for Teaching

# Qualitative Measures (50% of Total TLE)

- ▶ **Leader Framework**
  - McREL Principal Evaluation
  - Reeves' Leadership Performance Matrix

# Quantitative Measures (35% of Total TLE)

- ▶ The 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.

# Quantitative Measures (35% of Total TLE)

- ▶ For teachers and leaders in grades and subjects for which there is no state-mandated testing, the OSDE will conduct more research.

# Quantitative Measures of Other Academic Growth (15% of Total TLE)

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



HOW?

# Funding

- ▶ Funding for training on each of the models will be based on a district's Average Daily Attendance.



**WHEN?**

# The Pilot Year 2012–2013

- ▶ All districts in Oklahoma will participate in the TLE Pilot Year.
  - All schools in all districts
  - All teachers in all schools
- ▶ During the pilot year, teacher and leader evaluations will not be used in making any employment decisions.

# The Pilot Year 2012–2013

- ▶ Districts will provide input and feedback regarding the frameworks to the OSDE.
  - ▶ This data will be reported to the TLE Commission and the State Board.
- 

# The Pilot Year 2012–2013

- ▶ All data will be analyzed to determine measurement of effective teaching and each model's ability to scale up for statewide implementation.

# The Pilot Year 2012–2013– Timelines

## Ongoing

- ▶ Communication via TLE website including teleconferences and webinars
  - Update– the frameworks are now on the TLE website  
<http://www.sde.state.ok.us/Teacher/Commission>

## Early February 2012

- ▶ The OSDE will provide each district with a survey regarding the district's TLE needs.

# The Pilot Year 2012– 2013–Timelines

## Early February 2012

- ▶ Each Framework provider may hold free webinars to provide information to districts.
  - ▶ The OSDE will conduct videoconferences to update districts on TLE developments.
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# The Pilot Year 2012– 2013–Timelines

## April 16, 2012

- ▶ District selection of a teacher and leader framework for 2012–2013 pilot year implementation.

# The Pilot Year 2012– 2013–Timelines

## Mid–April–August 2012

- ▶ Districts will participate in training and professional development regarding the selected frameworks.

## August 2012

- ▶ Pilot year begins
- ▶ **All** districts in Oklahoma will participate in the TLE Pilot Year.
  - **All** schools in **all** districts
  - **All** teachers in **all** schools

# The Pilot Year 2012–2013

## Throughout the Pilot Year

- ▶ Training updates and professional development

## December 2012 / January 2013

- ▶ The OSDE plans to gather mid-year data from districts regarding various aspects of the TLE system.

# The Pilot Year 2012–2013

## April/May 2013

- ▶ Gather final pilot year data

## May 2013

- ▶ The OSDE will begin to analyze the final pilot year data.



**TRUE/FALSE**



**All districts must  
participate in the  
2012–2013  
TLE Pilot Year.**



TRUE



**Funding for framework training will be based on a district's ADA.**



TRUE



All three teacher frameworks will be available to use after the pilot year as long as the data supports its continued use.



TRUE



**The Oklahoma Teacher and Leader Effectiveness website is the source for State Department of Education information regarding TLE.**



TRUE



**QUESTIONS?**

- ▶ Visit the Oklahoma State Department's website at
- ▶ <http://sde.ok.gov/Teacher/Commission>
- ▶ Or contact:
  - Alicia Currin-Moore
  - 405.522.0282
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