

REACH³

Toolkit #3: Effectively Teaching and
Leading Implementation of the
Oklahoma C³ Standards, Including the
Common Core

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Part 1: Teacher and Leader
Effectiveness Evaluation Systems
(TLE)

GOALS

- Understand the basic components of the Teacher and Leader Effectiveness (TLE) system
- Understand the roles of all stakeholders in selecting a teacher framework and a leader framework for qualitative observations
- Understand role of data within TLE system
- Understand how TLE supports the implementation of the Oklahoma C³ Standards

ESSENTIAL QUESTIONS

- How does good teaching differ from great teaching?
- What are the characteristics of highly effective leaders?
- How can evaluation contribute to effective teaching and learning?

OVERVIEW

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



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WHY?



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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.

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!



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TLE Can Improve Student Achievement By:

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

TLE Can 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?



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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.

Within your community, who should be involved in TLE?

- All educators need to be familiar with the TLE process.
- Key stakeholders – including teachers, building administrators, district administrators, teacher association representatives, and school board members – should be involved in selection of TLE Frameworks used in the district.

WHAT?



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Statutory Requirements

The TLE will have a five-tier rating system.

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

70 O.S. § 6-101.16



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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



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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



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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



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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



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Statutory Requirements

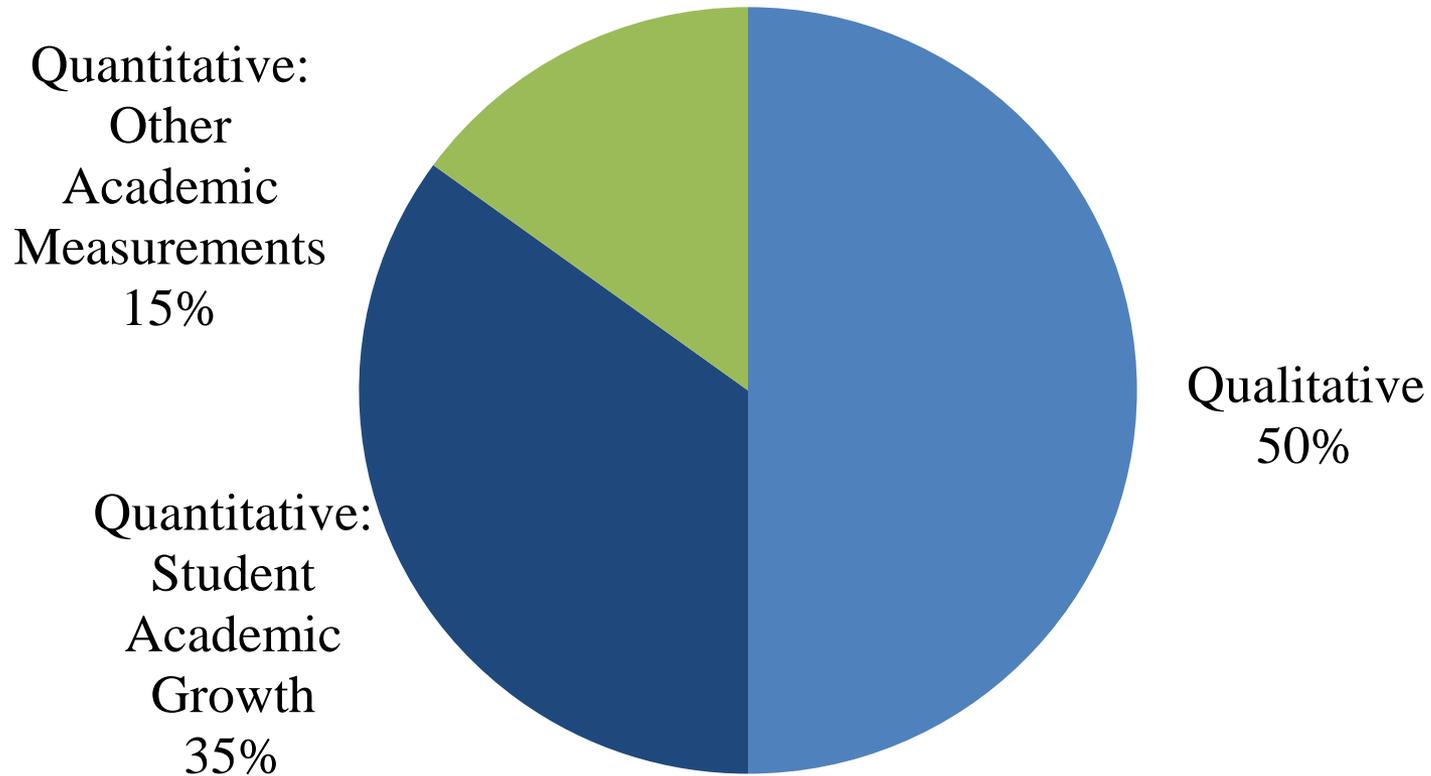
- “Teachers in grades and subjects for which there is no state-mandated testing measure”
 - An assessment using objective measures of teacher effectiveness including student performance on unit or end-of-year tests

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



Statutory Requirements

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

70 O.S. § 6-101.10



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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's 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?



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Funding

- Funding for training on each of the models will be based on a district's Average Daily Attendance.
- In other words, regardless of which framework a district chooses, they will get access to the same amount of training.

WHEN?



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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



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The Pilot Year 2012-2013

- During the pilot year, teacher and leader evaluations will not be used in making any employment decisions unless the local board policy has already been modified to align with the TLE state laws.
- The mandatory termination provisions of TLE statutes do not take effect until 2013-2014; therefore, ratings in 2012-2013 will not be used for the 2-year or 3-year mandatory termination processes.

For more information on termination decisions, please see the Frequently Asked Questions document and consult local counsel.



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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.



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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.
- There is no intention on behalf of the TLE Commission or the State Board of Education to remove any of the approved frameworks after the pilot year. Districts will be able to continue to use the framework selected for the pilot year unless the framework selected does not allow the district to distinguish between effectiveness of instruction and leadership.



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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://ok.gov/sde/oklahoma-teacher-leader-effectiveness-tle>

Early February 2012

- The OSDE provided each district with a survey regarding the district's TLE needs. The OSDE is in the process of reviewing the responses. Districts are encouraged to return the survey as soon as possible.



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The Pilot Year 2012-2013- Timelines

February and March 2012

- Each Framework provider may hold free webinars to provide information to districts.
- The OSDE will conduct videoconferences to update districts on TLE developments.
- The OSDE will host informational sessions in various locations across the state.



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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.



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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



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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.



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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.



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TRUE/FALSE



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



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



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



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



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Questions?

Visit the Oklahoma State Department's website at <http://ok.gov/sde/oklahoma-teacher-leader-effectiveness-tle>

- Or contact:

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