

**TITLE 210. STATE DEPARTMENT OF EDUCATION
CHAPTER 20. STAFF**

**SUBCHAPTER 3. EVALUATION: MINIMUM CRITERIA FOR EFFECTIVE
TEACHING AND ADMINISTRATIVE PERFORMANCE**

210:20-3-4. Oklahoma minimum criteria for effective teaching performance [REVOKED]

(a) ~~Practice.~~

(1) ~~Teacher management indicators.~~ Teacher management indicators are:

~~(A) Preparation—The teacher plans for delivery of the lesson relative to short-term and long-term objectives.~~

~~(B) Routine—The teacher uses minimum class time for non-instructional routines thus maximizing time on task.~~

~~(C) Discipline—The teacher clearly defines expected behavior (encourages positive behavior and controls negative behavior).~~

~~(D) Learning Environment—The teacher establishes rapport with students and provides a pleasant, safe and orderly climate conducive to learning.~~

(2) ~~Teacher instructional indicators.~~ Teacher instructional indicators are:

~~(A) Establishes Objectives—The teacher communicates the instructional objectives to students.~~

~~(B) Stresses Sequence—The teacher shows how the present topic is related to those topics that have been taught or that will be taught.~~

~~(C) Relates Objectives—The teacher relates subject topics to existing student experiences.~~

~~(D) Involves All Learners—The teacher uses signaled responses, questioning techniques and/or guided practices to involve all students.~~

~~(E) Explains Content—The teacher teaches the objectives through a variety of methods.~~

~~(F) Explains Directions—The teacher gives directions that are clearly stated and related to the learning objectives.~~

~~(G) Models—The teacher demonstrates the desired skills.~~

~~(H) Monitors—The teacher checks to determine if students are progressing toward stated objectives.~~

~~(I) Adjusts Based On Monitoring—The teacher changes instruction bases on the results of monitoring.~~

~~(J) Guides Practice—The teacher requires all students to practice newly learned skills while under the direct supervision of the teacher.~~

~~(K) Provides for Independent Practice—The teacher requires students to practice newly learned skills without the direct supervision of the teacher.~~

~~(L) Establishes Closure—The teacher summarizes and fits into context what has been taught.~~

(b) ~~Products.~~

(1) ~~Teacher product indicators.~~ Teacher product indicators are:

~~(A) Lesson Plans—The teacher writes daily lesson plans designed to achieve the identified objectives.~~

~~(B) Student Files—The teacher maintains a written record of student progress.~~

~~(C) Grading Patterns—The teacher utilizes grading patterns that are fairly administered and based on identified criteria.~~

~~(2) **Student achievement indicators.** Student achievement indicators include: Students demonstrate mastery of the stated objectives through projects, daily assignments, performance and test scores.~~

210:20-3-5. Oklahoma minimum criteria for effective administrative performance

[REVOKED]

~~(a) **Practice.**~~

~~(1) **Administrator management indicators.** Administrator management indicators are:~~

~~(A) **Preparation**—The administrator and staff develop goal statements which are the result of a needs assessment, a written analysis of student test scores and other data as well as community input.~~

~~(B) **Routine**—The administrator uses a minimum of instructional time for non-instructional routines thus maximizing time on task.~~

~~(C) **Discipline**—The administrator works with staff to develop and communicate defined standards of conduct which encourage positive and productive behavior.~~

~~(D) **Learning Environment**—The administrator establishes and maintains rapport with staff and students, providing a pleasant, safe and orderly climate for learning.~~

~~(2) **Instructional leadership indicators.** Instructional leadership indicators are:~~

~~(A) The administrator works with staff in collegial and non-threatening ways to promote and improve instruction.~~

~~(B) The administrator sets high expectations for staff.~~

~~(C) The administrator provides needed resources for staff.~~

~~(D) The administrator works with staff to establish curriculum objectives, sequence and lesson objectives.~~

~~(E) The administrator works with staff to assure that all learners are involved in the learning process.~~

~~(F) The administrator assists the staff in monitoring student progress.~~

~~(G) The administrator works with the staff to develop a program to recognize academic achievement.~~

~~(H) The administrator educates the staff to recognize and display the teaching criteria upon which evaluation is conducted.~~

~~(I) The administrator observes in the classroom the performance criteria as defined by the district.~~

~~(J) The administrator summatively evaluates staff only after classroom observations are made, performance feedback is given, growth goals are set, and alternative methods are offered.~~

~~(b) **Products.** Administrator product indicators are:~~

~~(1) The administrator provides written discipline policies to which students are expected to perform.~~

~~(2) The administrator provides a written site improvement plan that supports the district's comprehensive Local Education Plan describing school goals, objectives and professional development activities.~~

~~(3) The administrator provides a written analysis of student test scores and other data to assure that the various student populations are benefiting from the instructional program.~~