

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B	Option C
<p><input type="checkbox"/> If the SEA has not already developed any guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p><input type="checkbox"/> If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA’s plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; iv. a description of the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p><input checked="" type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachments 10 and 16) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

In order to allow the SEA and LEAs to focus on developing and implementing more meaningful evaluation and support systems, the SEA has requested the waiver of requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers.

During the 2010 Regular Session, the Oklahoma Legislature made bold changes to its Teacher and Leader Evaluation System. The Legislature mandated some elements of the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) by statute, and required that the Oklahoma State Board of Education adopt additional guidelines of the TLE by December 15, 2011. By the 2013-2014 school year, each school district in the State must adopt a teacher and principal evaluation policy based on the statewide TLE System (see Attachment 16: Oklahoma Statutes Regarding TLE, Attachment 17: Preliminary and Final Recommendations of the TLE Commission, and Attachment 10: State Board of Education TLE Policy).

In order to implement this process, 70 O.S. § 6-101.17 creates the TLE Commission. This Commission is comprised of the Superintendent of Public Instruction (Chairperson), members of the State Senate and House of Representatives, and a representative from the Office of the Governor. In addition, the Commission consists of representatives from the Oklahoma Commission for Teacher Preparation, Career and Technology Education, higher education, local school boards, superintendent organizations, local businesses, teachers' unions, parent-teacher organizations, philanthropic organizations, and an individual involved in Science, Technology, Engineering and Mathematics education. State law requires our TLE Commission to meet regularly through June of 2016. Their role is to continue to shape the TLE process in Oklahoma by offering recommendations to the Oklahoma State Board of Education (OSBE) regarding details of implementation, viable quantitative and qualitative measures of teacher and leader effectiveness, and monitoring of district compliance. The TLE Commission is currently scheduled to meet monthly in order to continue this work. The following table indicates the regularly scheduled TLE Commission meetings:

Dates of regularly scheduled TLE Commission Meetings where possible action might be taken related to TLE
Wednesday, September 19, 2012
Wednesday, October 17, 2012
Tuesday, November 13, 2012
Tuesday, December 11, 2012
2013, 2014, 2015, 2016 Dates to Be Determined

The State Department of Education provides staff support for the Commission. As stated earlier, the TLE statute has charged the Commission with overseeing and advising the State Board of Education in the development and implementation of the TLE program and with reporting its findings and recommendations to the State Board for approval. The following table indicates the regularly scheduled State Board of Education Meetings:

Dates of regularly scheduled Oklahoma State Board of Education Meetings where possible action might be taken related to TLE
Wednesday, September 27, 2012
Wednesday, October 25, 2012
Tuesday, November 15, 2012
Tuesday, December 20, 2012
2013 and Beyond Dates to Be Determined

The TLE statute requires that the evaluation shall include a five-tier rating system as follows:

1. Superior,
2. Highly Effective,
3. Effective,
4. Needs Improvement, and
5. Ineffective.

Districts will evaluate teachers and leaders at least on an annual basis. Probationary teachers shall be evaluated twice per school year, once prior to November 15 and once prior to February 1. This evaluation must provide feedback and opportunities for professional growth geared to improve student learning and outcomes. The TLE shall be comprised of both quantitative and qualitative assessment components.

Qualitative Components

Rigorous and fair qualitative assessment components will comprise 50% of the teachers' and leaders' evaluation ratings. The qualitative assessment components for teachers include observable and measureable characteristics of personnel and classroom practices that are correlated to student performance. This assessment must be research-based, utilizing national best practices and methodology. Examples of observable and measureable characteristics include, but are not limited to:

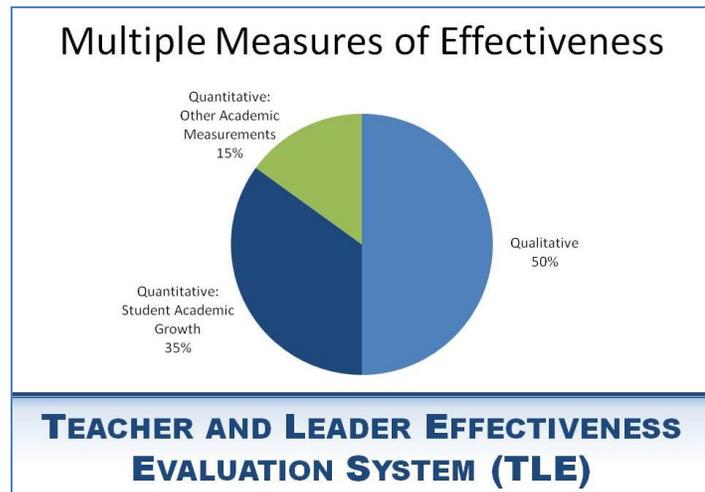
- Organizational and classroom management skills,
- Demonstrations of effective instruction,
- Evidence of continuous improvement,
- Interpersonal skills, and
- Leadership skills.

Similar to the qualitative assessment components for teachers, the qualitative assessment components for leaders must also be research-based, incorporating national best practices and methodology. Examples of observable and measureable characteristics for leaders include, but are not limited to:

- Demonstrations of organizational and school management,
- Instructional leadership,
- Professional growth and responsibility,
- Interpersonal skills,
- Leadership skills, and
- Stakeholder perceptions.

Quantitative Components

The quantitative component of the TLE will comprise the remaining 50% of the teachers' and leaders' ratings. The TLE further dissects the quantitative portion into two categories. Thirty-five percent of the overall ranking will be based on student academic growth using multiple years of standardized data (as



available), and 15% will be based on other academic measurements. State law states: “For those teachers in grades and subjects for which there is no state-mandated testing measure to create a quantitative assessment for the quantitative portion of the TLE, an assessment using objective measures of teacher effectiveness including student performance on unit or end-of-year tests. Emphasis shall be placed on the observed qualitative assessment as well as contribution to the overall school academic growth.”

Weighting and Evaluation Emphasis

More weight or emphasis may be placed on the qualitative measures and/or school-wide measures typically for teachers of non-tested grades and subjects. These decisions are part of the deliberations of the TLE Commission and OSBE during the 2012-2013 school year. Details will include under what condition the state’s final calculation of a TLE Evaluation Score will have more weight or emphasis on qualitative measures and/or school-wide measures. This calculation will occur at the state level on behalf of those teachers/leaders for whom the calculation is appropriate.

On October 17, 2012, the TLE Commission voted to have working groups of Commission Members, teachers, administrators, and other educators study the details of various aspects of the quantitative components of the evaluation system. One of those working groups will specifically study and provide suggestions to the TLE Commission on the topic of Non-Tested Grades and Subjects. This working group is scheduled to meet in December 2012 and/or January 2013. Finding would be shared with the full TLE Commission in late January or early February 2013. Tentatively, recommendations from the TLE Commission to the Oklahoma State Board of Education would be presented to the OSBE for approval in late February 2013.

Work of the TLE Commission

TLE Commission members became intimately involved in reviewing a variety of qualitative evaluation frameworks to determine which framework(s) best fits the needs of Oklahoma educators. On September 12, 2011, the Commission made two preliminary recommendations (see Attachment 17: Preliminary Recommendations of the TLE Commission).

One preliminary recommendation was to choose a default framework for the qualitative evaluation. This preliminary recommendation also suggested that the SEA would fund the training, materials, and software for the default framework. The Commission determined that establishing a default framework would allow the SEA to focus its resources on a single framework. The Commission also made a preliminary recommendation to allow a district to choose from a limited number of other approved frameworks, which would be paid for primarily with local funds. Providing LEAs the option to select from a limited number of other approved frameworks provides flexibility and control at the local level. Specifically, this allows LEAs that have already implemented frameworks aligned to the TLE to continue their efforts if the framework meets the criteria for approval by the State Board of Education.

The Commission examined a variety of possible ways to evaluate student growth for teachers who teach grades or subject areas where student growth data exists. One option the Commission reviewed was a Simple Growth Model. This model compares student performance at the end of instruction to performance prior to instruction. The Commission also reviewed Value Added Models. While this option also measures student growth, it measures that growth against the student’s predicted growth level for the school year. This prediction is determined through a complex series of calculations that factor in such variables as attendance, mobility, past achievement, EL status, and/or number of subject-specific courses in which the student is enrolled. The focus of the variables can be based either on the student’s prior achievement (Covariate Model), or on the student’s propensity to achieve along with the durability of the teacher’s effect on the expected growth (Learning Path Model). In essence, a Value Added Model

determines what *value* the teacher *added* to the student’s success.

The Commission determined that utilizing a Value Added Model would best reflect Oklahoma’s need to take into account other student and school-level variables in order to have the most accurate evaluation system possible. Therefore, at the November 7, 2011 Commission meeting, the Commission approved a recommendation to adopt a Value Added Model (see Attachment 17: Preliminary Recommendations of the TLE Commission).

For teachers who teach in grades or subject areas in which no state-mandated testing exists, the quantitative component of the TLE shall involve an assessment using objective measures of teacher effectiveness including student performance on unit or end-of-year tests. The Commission has reviewed several ways to generate data for those grades and subjects where statewide student assessment data does not exist. These methods include developing additional state assessments, developing a list of content-specific appropriate measures of student achievement, using student growth data of “owned students” or all school-wide data, or using a combination of the above referenced methods. In the event that these options do not address the particular needs of the evaluation process, districts may have the option to place a greater emphasis on qualitative measures.

Also at the November 7, 2011 Commission meeting, the Commission approved a preliminary recommendation to conduct further research on the most appropriate measure(s) of teacher effectiveness for those teachers in non-tested grades and subjects and to take into consideration the input of representatives of those teacher groups (see Attachment 17: Preliminary Recommendations of the TLE Commission). As stated previously, since the preliminary recommendations were made, the TLE Commission has determined to convene a working group to specifically study and provide suggestions to the TLE Commission on the topic of Non-Tested Grades and Subjects. This working group is scheduled to meet in December 2012 and/or January 2013.

In addition, the Commission approved a preliminary recommendation on November 7, 2011 to involve Oklahoma educators in development of a list of appropriate measures for teacher and supervisor selection based on findings from research regarding multiple measures of teacher effectiveness (see Attachment 17: Preliminary Recommendations of the TLE Commission). Since the time of this preliminary recommendation, involvement of Oklahoma educators has happened in numerous ways as will be discussed throughout this section. One of those methods has been the first TLE Working Group, focused solely on Other Academic Measures for this 15% of the overall evaluation. Fifty-six individuals (teachers, administrators, other educators, and TLE Commission Members) volunteered to serve on Working Group #1 to discuss this topic in depth.

Each of the preliminary recommendations made at the September 12, 2011 and November 7, 2011 Commission meeting were distributed for public comment. The results of the public comments were presented by the SEA to the Commission and discussed in depth at each subsequent meeting. To date, 1,166 teachers, administrators, and members of the community have participated in the survey process.

On December 5, 2011, the TLE Commission approved permanent recommendations to be submitted to the State Board of Education for consideration at the Board’s December 15, 2011 meeting. The Commission’s permanent recommendations were as follows (also available in Attachment 17):

Qualitative Component (50% of Total TLE)

Teacher Evaluations

- **Permanent Recommendation #1a:** For the Teacher Evaluation System, the TLE Commission recommends that the Oklahoma State Board of Education name a default framework that is paid for by the state in terms of training and implementation requirements to serve as the qualitative assessment component that must comprise 50% of the total evaluation criteria required by 70 O.S. § 6-101.16.
- **Permanent Recommendation #1b:** The TLE Commission recommends that the Teacher Evaluation default framework be Tulsa’s TLE Observation and Evaluation System.
- **Permanent Recommendation #1c:** The TLE Commission recommends that the Oklahoma State Board of Education name a limited number of frameworks that meet specific criteria, including all statutory requirements, for district selection. Frameworks other than the default will be supported by local funds and twenty-five percent (25%) of available state training funds. The following frameworks should be included in the list of approved options: Danielson’s Framework for Teaching, Marzano’s Causal Teacher Evaluation Model, and Tulsa’s TLE Observation and Evaluation System.

Information about each of the three teacher frameworks is available in Attachment 14: Teacher and Leader Qualitative Assessment Models.

Leader Evaluations

- **Permanent Recommendation #1d:** For the Leader Evaluation System, the TLE Commission recommends that the Oklahoma State Board of Education name a default framework that is paid for by the state in terms of training and implementation requirements to serve as the qualitative assessment component that must comprise 50% of the total evaluation criteria required by 70 O.S. § 6-101.16.
- **Permanent Recommendation #1e:** The TLE Commission recommends that the Leader Evaluation default framework be Mc.REL’s Principal Evaluation System.
- **Permanent Recommendation #1f:** The TLE Commission recommends that the Oklahoma State Board of Education name a limited number of frameworks that meet specific criteria, including all statutory requirements for district selection. Frameworks other than the default will be supported by local funds or at the discretion of the Oklahoma State Department of Education through a formula based on the district’s Average Daily Attendance. The following frameworks should be included in the list of approved options: McREL’s Principal Evaluation System and Reeves’s Leadership Performance Matrix.

Information about each of the leader frameworks is available in Attachment 14: Teacher and Leader Qualitative Assessment Models.

Teacher and Leader Effectiveness

- **Permanent Recommendation #2:** For both the Teacher Evaluation System and the Leader Evaluation System, the TLE Commission recommends that any modifications to the default framework or other approved frameworks must be approved by the Oklahoma State Board of

Education against a specific set of criteria, including all statutory requirements, based on impact to student learning.

Quantitative Measures of Student Academic Growth (35% of Total TLE)

- **Permanent Recommendation #3a:** In regards to the quantitative portion of the Teacher and Leader Evaluation System, the TLE Commission recommends using a Value Added Model in calculating the thirty-five percentage points attributed to student academic growth using multiple years of standardized test data for those teachers in grades and subjects for which multiple years of standardized test data exist.
- **Permanent Recommendation #3b:** In regards to the quantitative portion of the Teacher and Leader Evaluation System, the TLE Commission recommends using a Value Added Model in calculating the thirty-five percentage points attributed to student academic growth using multiple years of standardized test data for those leaders of buildings containing grades and subjects for which multiple years of standardized test data exist.
- **Permanent Recommendation #4:** In addressing those teachers and leaders in grades and subjects for which there is no state-mandated testing measure to create a quantitative assessment, the TLE Commission recommends conducting more research to determine the appropriate measure(s) of student achievement taking into account a combination of multiple measures and including teacher, leader, and specialist input.

Quantitative Measures of Other Academic Factors (15% of Total TLE)

- **Permanent Recommendation #5:** In regards to the fifteen percentage points based on other academic measures, the TLE Commission recommends conducting further study of best practices across the country as well as inviting Oklahoma educators to provide input to develop a list of appropriate measures for Oklahoma.

Oklahoma State Board of Education Decisions

On December 15, 2011, the State Board of Education met the statutory requirement (70 O.S. § 6-101.16A) to adopt a TLE system. Using the TLE Commission's Permanent Recommendations as a guide, the Oklahoma State Board of Education (OSBE) determined that the 2012-2013 school year would be the pilot year for the qualitative portion of the TLE. At the end of the pilot year, the State Board of Education, relying on recommendations made by the TLE Commission, will evaluate the progress of the qualitative portion of the TLE and possibly propose additional guidelines.

Through efficiencies within the Department, the SEA set aside 1.5 million dollars to assist in funding the initial implementation training for the TLE system. The OSBE determined that funding for the initial qualitative training would be supported by local funds or at the discretion of the SEA through a formula based on the districts' Average Daily Attendance.

The OSBE named Danielson's Framework for Teaching (Danielson), Marzano's Causal Teacher Evaluation Model (Marzano) and Tulsa's TLE Observation and Evaluation System (Tulsa TLE) as the approved teacher evaluation frameworks, and named the Tulsa TLE model as the presumptive default. For the Leader Evaluations, the OSBE named the McREL Principal Evaluation System (McREL) and the

Reeves' Leadership Performance Matrix (Reeves) as the approved leader evaluation frameworks and named the McREL model as the presumptive default.

The OSBE also approved using a Value-Added Model to calculate the thirty-five percentage points attributed to student academic growth using multiple years of standardized test data for the teachers and leaders for whom multiple years of test data exist. For those teachers and leaders in grades and subjects for which there is no state-mandated testing to create a quantitative assessment, the OSBE granted the SEA the ability to conduct further research to determine the appropriate measure(s) of student achievement taking into account input from teachers, leaders, and other specialists. This research and input-gathering is an on-going process. A new TLE Working Group will convene in December 2012 and/or January 2013 to provide further suggestions on how to determine the thirty-five percentage points of the evaluation for those teachers and leaders of non-tested grades and subjects.

Finally, the OSBE granted the SEA authority to conduct further research of best practices across the country as well as inviting Oklahoma educators to provide input in developing a list of appropriate measures to assess Other Academic Measures. A TLE Working Group studying this topic has met during November 2012 and plans to present their suggestions to the TLE Commission on December 11, 2012.

A copy of the entire OSBE TLE Policy can be found in Attachment 10. Additionally, minutes from the OSBE's December 15, 2011 Board meeting providing evidence of the policy adoption can be found in Attachment 11.

Moving Toward Full Implementation

As stated earlier, the OSBE developed policy to launch a pilot program for the 2012-2013 school year. The pilot of qualitative measures is for all districts, all schools, and all teachers. The term pilot references that the results will not be used in a high-stakes way during the 2012-2013 school year unless individual districts determine to do so. Districts will be responsible for sharing with the state the qualitative scores of teachers in the district as well as responding to survey questions related to the ease of use for each framework, the framework's ability to spur quality conversations between teachers and leaders, the framework's ability to differentiate between qualities of teachers, etc. Data will be collected on or about November 30, February 1, and April 30. This data will be shared with the TLE Commission and the OSBE as they continue to oversee implementation of the TLE process according to state law.

By statute, full implementation will begin in the 2013-2014 school year. During this process, the Commission will play an important role in reviewing the progress towards the development and implementation of the System. As stated earlier, the Commission will continue to meet on a regular basis to review the correlation between the quantitative and qualitative scores as well as other data, to ensure that the TLE is valid and meaningful. Until 2016, the Commission must submit a report of its findings to the Oklahoma Governor, the Speaker of the House, and the President Pro Tempore of the Senate by December 31st of each year.

In addition, the SEA has solicited and will continue to solicit key members of the education community to participate in a variety of taskforces and TLE Working Groups charged with addressing those teachers and leaders in grades and subjects for which there is no state-mandated testing measure to create a Value Added Score, as well as the 15% based on quantitative measures of other academic factors.

On June 21, August 7, August 13, and September 4, 2012, the SEA met with a variety of groups of teachers and administrators, regarding non-tested grades and subjects as well as Other Academic Measures. Specifically, teachers and administrators recommended by their district superintendent (June 21, 2012), the 12 finalists for Oklahoma Teacher of the Year (August 7, 2012), REAC³H Network representatives

(August 13, 2012), and an entire suburban elementary school staff (September 4, 2012) met for several hours providing input to the SEA regarding these issues.

The results of these meetings provided valuable guidance to the TLE Commission and input that guided the beginning phases of the TLE Working Group studies. In general, teachers and administrators expressed concern regarding the potential covariants that could be used to calculate the Value-Added Model. Specifically, teachers wanted reassurance that those educators who taught in high-risk schools or taught high-risk populations within their school would not receive a lower Value-Added Score. Several “non-tested” teachers did not feel it was universally appropriate to assign a school-wide Value-Added score to a “non-tested” teacher unless they actually interacted with every child in the building.

In regards to the 15% based on Other Academic Measures, Oklahoma is learning from the experiences of other states, best practices, and next practices related to the quantitative components, including the other academic measures. For example, Oklahoma has been studying the Measures of Effective Teaching (MET) Study as well as research out of Florida, Tennessee, and Rhode Island among others to determine what other academic measures are effective in monitoring teacher and leader effectiveness. In addition, Oklahoma has a list of academic measures that are included in the State’s A-F Grading System that are being considered. Oklahoma plans to have an approved list of other academic measures from which district/school leaders may choose for their teachers. The TLE Commission is considering whether these measures will be selected for each individual teacher, for whole school sites, or entire districts, and whether these measures will remain constant for several years or will be selected on an annual basis dependent on the needed focus of the teacher/school/district. The TLE Commission and OSBE will be finalizing these details during the 2012-2013 school year for implementation the following school year. Oklahoma is also looking for partnerships with research entities including the state’s higher education institutions and publicly- and privately-funded research organizations to monitor the effectiveness of other academic measure options during implementation.

When discussing Other Academic Measures, teachers and administrators who have participated in ongoing taskforces and working groups have had very different opinions as to the types of instruments to be used. Teachers were very interested in using portfolios as an additional academic measure. Teachers felt as though a portfolio would be a reliable way to evaluate. Administrators, on the other hand, had deep concerns about the time-consuming nature of portfolio evaluations. Administrators tended to be interested in the use of surveys: a student survey, parent survey, or both. In general, teachers were hesitant to agree to the use of a survey because they felt that students might score a teacher low based on the rigor in the classroom. Interestingly, the 12 finalists for the Oklahoma Teacher of the Year were intrigued by the possible use of a survey. They universally agreed that a rigorous teacher can also gain the respect of her students which would in turn be reflected in the survey. The TLE Working Group #1 studying Other Academic Measures met for three full days in November 2012 and is tentatively scheduled to share their findings on this matter with the TLE Commission on December 11, 2012.

Educators of Special Populations

From the very beginning of designing Oklahoma’s TLE System, educators of special populations have been a primary consideration during each decision-making step. Learning from other states, Oklahoma determined to consider teachers of special education students, teachers of English learners, teachers of virtual classrooms, teachers without classroom assignments (e.g., instructional coaches), and non-teaching faculty members (e.g., nurses) throughout the process.

During the selection of qualitative frameworks, framework developers were required to demonstrate that the proposed tool would be useable when evaluating educators of special populations. Both the Tulsa

TLE and the Marzano framework were modified where necessary to ensure that the framework would be appropriate for all teachers, including teachers of special populations. Also during the statewide and local selection process, educators of special populations were encouraged to provide feedback and to participate in the conversation about their unique needs in an evaluation system.

Notably, there are a few populations for whom the frameworks need additional refinement. These include school psychometrists, physical therapists, nurses, virtual educators, and educators who travel between buildings and have multiple supervisors. This work is ongoing during the pilot year.

In reference to the quantitative portions of the TLE, educators of special populations tend to have less in common with teachers of tested grades in subjects than with teachers of non-tested grades and subjects (although this is not always the case). In those situations where the educators of special populations contribute to the tested content (e.g., supplemental math instruction for students with IEPs), these educators have been asked to serve on committees and working groups to discuss the Value Added Model components. Oklahoma has contracted for research to be conducted on previous test scores in order to determine which covariants should be included in the state's Value Added Model. Special education categories, English learner status, and many other qualities are being considered. Once the research has been conducted, conversations with educators of these populations will contribute to final decisions.

In the cases where educators of special populations are more similar to non-tested grades and subjects, these educators are being recruited to participate in those working groups and taskforces. Because the lack of state mandated testing significantly affects Special Education educators, the SEA has made a targeted effort to recruit Special Education educators to participate in these taskforces. In addition, the TLE department has coordinated with the Special Education department at the state level to outline possible alternative measures. Further, the SEA will solicit input from EL educators regarding appropriate use of EL testing as it relates to this process. Efforts similar to those between the TLE and Special Education departments are occurring between the TLE department and the EL department. The research and findings gathered by these taskforces will be presented by the SEA to the TLE Commission as well as the State Board for further decision-making.

Beyond intentional inclusion in conversations and decision-making sessions, it is hard to discuss how the TLE System is different for educators of special populations. It is important to Oklahoma to ensure that all teachers are treated fairly and equitably through the TLE System; therefore, the TLE System is being designed with appropriate flexibilities and options to meet the needs of all educators – both of general populations and special populations.

The Qualitative Pilot Year

In Spring 2012, the SEA, in conjunction with each framework vendor, provided informative presentations regarding each framework through regional meetings, district meetings, and webinars. During the pilot year, the SEA, in conjunction with each framework vendor, will provide a variety of resources regarding the TLE including all Board approved frameworks, FAQ's, teleconferences, webinars, additional training and professional development and other tools via the SEA's website. During December 2012 and January 2013, the SEA plans to gather mid-year data from districts regarding various aspects of the TLE system as a whole, as well as the district's specific framework. In April 2013 and May 2013, the SEA plans to gather final data results regarding framework evaluations as well as input on the TLE process. The SEA will

disseminate data regarding the frameworks to the TLE Commission for review. Recommendations made by the Commission will be presented to the Oklahoma State Board of Education. By July 2013 the State Board may make adjustments to the TLE system based on research gathered during the pilot year.

Trainers for each of the evaluation frameworks, in consultation with the SEA, developed an aggressive training schedule during the summer and early fall of 2012. In total, nineteen (19) teacher evaluation trainings and nine (9) leader evaluation trainings have occurred. The SEA is in constant communication with the training providers to ensure that all required evaluators are trained by October 2012. Training consists of at minimum, 20 hours of instruction. In addition, each training participant must pass a two-part certification assessment. The first part of the certification assessment involves a written examination over the details of the framework. The second portion of the certification assessment test is a calibration examination to assess inter-rater reliability. When a training participant successfully passes each portion of the assessment, they will be preliminarily certified to evaluate teachers in Oklahoma. This preliminary certification will be valid for two (2) years. At the end of the two (2) year period, a more challenging inter-rater reliability assessment will be given.

Once the quantitative portion of the TLE system is implemented, the SEA will continue to monitor each district's qualitative and quantitative evaluation scores to ensure each teacher's scores are comparable. If the analysis shows that there is a discrepancy between the qualitative and quantitative scores, additional monitoring will occur. This may include, but is not limited to, site visits, outside evaluators, and additional training.

This data will be collected three times per year on the use of the TLE system components. This information will be shared with the TLE Commission and OSBE in both aggregated and disaggregated formats. Recommendations will be made on the effectiveness of the system and changes will be made to state policy as necessary. Additionally, Oklahoma has set as one of its Seven Statewide Goals, a goal that each child will be taught by an effective teacher and led by an effective administrator. In order to monitor the state's progress toward that the goal, a goal team under the direction of the State Superintendent and the Executive Director for Teacher and Leader Effectiveness will be measuring several metrics including statewide VAM scores, statewide evaluation scores, statewide student achievement, and percent of teachers and administrators statewide that show improvement from year to year in their evaluations.

The data generated from the TLE will be used by the LEA as well as the SEA to drive a multitude of educational decisions. State law 70 O.S. § 5-141.4 permits a district to reward teachers who increase student and school growth (see Section 3.B). On the other hand, if a teacher receives a rating of needs improvement or ineffective, the teacher will receive a comprehensive remediation plan as well as instructional coaching. Both the remediation plan and the instructional coaching will contain meaningful and targeted interventions to ensure continuous improvement. The TLE System is designed so that administrators and teachers will be able to directly connect areas of need made apparent by the evaluation with professional development that will result in improvement in those particular areas.

Specific Work of the SEA

JANUARY 2012

Soon after the OSBE adopted policy pertaining to TLE, the SEA began preparations to implement the newly created policy. Because each district was required to make a teacher and leader framework selection by April 16, 2012, the SEA began soliciting input from each district in January 2012 using a TLE Needs Assessment Survey (See Attachment 27). In this survey, the SEA asked districts to describe the district's progress in terms of TLE implementation. Districts were asked whether it was currently using any of the three approved teacher frameworks or the two approved leader frameworks, whether the district had

participated in any form of TLE training, and what resources would districts need to make an informed decision regarding which teacher and leader framework to select. Additionally, the survey asked each superintendent to provide one to four names of educators in their district who would like to serve on a task force to discuss ways to measure student achievement for teachers and leaders in non-tested grades and subjects as well as ways to assess the Other Academic Measures portion of the TLE.

The SEA also conducted numerous webinars, videoconferences, and in-person presentations concerning the overall TLE implementation. These presentations focused on providing a clear understanding of SB 2033, the role of the TLE Commission, and the work of the OSBE. These presentations also provided multiple opportunities for the SEA to gather input from districts regarding the implementation process. Many of these presentations were recorded and posted on the TLE webpage for future reference. The SEA reviewed over 200 surveys and used this information to establish a variety of resources.

In late January of 2012, the SEA began soliciting resources from each of the framework providers and posted this information on the TLE webpage. This information included the framework itself, an overview of the theory and research behind the framework, a synopsis of the training process as well as links to the framework's webpage and other important resources. The SEA then requested that each framework provider develop an Oklahoma specific webinar that detailed the framework's design and how the framework meets the needs of Oklahoma educators. Four of the five frameworks developed webinars. The Tulsa Model decided to provide this information through various in-person presentations throughout the state. Districts were given the opportunity to invite local stakeholders to participate in all of the webinars. Each webinar was then posted on the SEA website.

In January 2012, the Danielson framework revised its model based on the model's participation in the MET Study. These revisions were approved by the OSBE at the February 23, 2012 Board meeting (See Attachment 23).

FEBRUARY and MARCH 2012

Once it was determined that districts needed a way to make "side-by-side" comparisons of the frameworks, the SEA coordinated three TLE Informational Meetings. These live, in-person meetings were held throughout the state in February and March of 2012. Each framework gave a one-hour presentation to introduce the research behind the framework, the opportunities for professional growth, and other important framework characteristics. Nearly 500 superintendents, principals, and other district administrators attended these informational meetings.

As the framework selection deadline drew closer, the SEA provided a final opportunity for districts to gain additional information about each evaluation framework through a TLE Virtual Town Hall Meeting in late March 2012. Districts submitted to the SEA specific questions they would like to ask the framework providers. Districts then watched a live "debate" as the SEA posed these questions to a representative of each of the teacher and leader frameworks.

Shortly after the TLE Virtual Town Hall Meeting, the SEA provided each district superintendent a TLE Selection Survey (See Attachment 24). This survey asked the superintendent to list the teacher and leader framework selected, the number of administrators who need framework training, three options for training locations, any contractual obligations the SEA should consider when scheduling training, as well as other questions that were all designed to assist the SEA in implementation.

APRIL 2012

During this qualitative selection process, the SEA began introducing information regarding the quantitative

portion of the TLE, specifically Value-Added Models. In April 2012, during the SEA's third REAC³H Summit, the SEA gave district administrators an opportunity to participate in an interactive presentation by two national leaders in the area of Value-Added Models. In addition, the SEA hosted a Superintendent's Roundtable discussion where superintendents participated in a robust question and answer session with three national leaders on Value-Added Models.

Tulsa Public Schools conducted a study of the Tulsa TLE Observation and Evaluation System's correlation to student performance success in Tulsa Public Schools. According to the research conducted by the Value-Added Research Center (VARC), "[t]he overall correlation between value-added and teacher evaluation scores using the Tulsa evaluation rubric, averaged across grades and subjects, is 0.23" (See Attachment 25). A complete set of Tulsa TLE Observation and Evaluation correlations can be found on page 2 of Attachment 25. Because of the results of this research, in conjunction with other research, Tulsa Public Schools made proposed changes to its evaluation framework. These changes were approved by the OSBE on April 26, 2012 (See Attachment 26).

JUNE 2012

The SEA released a Request For Proposals (RFP) for TLE qualitative evaluation training. The SEA designed this RFP, valued at over 1 million dollars, to allow framework-specific experts to assist the SEA in the massive undertaking of statewide evaluation training. The deadline for bid submission was May 31, 2012. The SEA, in partnership with other state regulation agencies, engaged in negotiations with approved qualitative training providers, but negotiations were unsuccessful. The SEA recommended to the State Board of Education that funds reserved for TLE qualitative evaluation training be distributed to districts on a per evaluator basis on July 1, 2012, so that TLE training may begin in early July. These funds will be earmarked for training by approved framework trainers.

On June 21, 2012, the LEA hosted a webinar to discuss ways to measure Other Academic Measures. The SEA utilized the educators nominated by their districts during the TLE Needs Assessment Survey to invite educators to participate in this discussion. The information gathered during this meeting will be presented to the TLE Commission as well as the OSBE and relied upon to make future policy decisions.

At the June 28, 2012, OSBE meeting, the Board approved the addition of the Marzano School Leadership Framework as an additional option for leader evaluations. Districts were provided an opportunity to change leader evaluation frameworks if the district determined that the Marzano School Leadership Framework better fit the district's needs.

FALL 2012

The state will be issuing a Request for Proposals for the Value Added Model. It is expected that this RFP will be released during early fall 2012. The specific measure and variables have not yet been determined by the TLE Commission and OSBE, which are steps necessary before the issuing of an RFP.

The SDE is convening TLE Working Groups to study in depth specific aspects of the quantitative components of the TLE in order to present suggestions to the TLE Commission with support of educators across the state.



Key Take Away for Section 3.A: Oklahoma is poised for implementation of a Teacher and Leader Effectiveness Evaluation System (TLE) that will encourage

continuous improvement of all educators so that all teachers and leaders will have the opportunity to become effective, highly effective, or superior.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
TLE Commission makes a preliminary determination regarding the default framework and approvable(s) frameworks as well as recommendations for the quantitative portions of the TLE System	December 5, 2011	TLE Commission		The State Department of Education has hired an Executive Director of TLE whose primary duty is to gather data, resources, and other information to guide the Commission's decision.	Significant decisions regarding the selection of the quantitative and qualitative portions of the TLE must be made within a short period of time.
The State Board of Education selects an evaluation framework and quantitative designs based on the Commission's recommendations	December 15, 2011	The State Board of Education	<i>See</i> 70 O.S. § 6-101.16 (Attachments 10, 11, and 16)	The Assistant State Superintendent of Educational Support along with the Executive Director of TLE will prepare a presentation regarding the recommendation(s) of the Commission.	The statutory deadline requires the State Board to make a decision swiftly.
Implementation of a pilot framework program	2012-2013 school year	The State Department of Education in conjunction with all districts		The Assistant State Superintendent of Educational Support, Executive Director of TLE, framework trainers, software programmers, and district staff	Significant time will be spent in training administrators regarding the framework. Teachers and administrators must spend time away from the classroom and/or campus to attend training and other professional development.

Research regarding addressing those teachers and leaders in grades and subjects for which there is no state-mandated testing measure to create a Value Added Score	Spring, Summer, Fall 2012	The State Department of Education in Conjunction with volunteer Oklahoma educators		The Assistant State Superintendent of Educational Support, Executive Director of TLE, and volunteer Oklahoma educators	Significant time
Research regarding the fifteen percentage points based on other academic measures	Spring, Summer, Fall 2012	The State Department of Education in Conjunction with volunteer Oklahoma educators		The Assistant State Superintendent of Educational Support, Executive Director of TLE, and volunteer Oklahoma educators	Significant time
Full implementation of the framework	2013-2014 school year	The State Department of Education in conjunction with all school districts within the State	<i>See</i> 70 O.S. § 6-101.10 (Attachments 10, 11, and 16)	The Assistant State Superintendent of Educational Support, Executive Director of TLE, framework trainers, software programmers, and district staff	Significant time will be spent in training administrators regarding the framework. Teachers and administrators must spend time away from the classroom/school site for training and other professional development.
Ongoing evaluation of the system	December 31 st of each year through 2016	TLE Commission	<i>See</i> 70 O.S. § 6-101.17 (Attachments 10, 11, and 16)	Commission members, The Assistant State Superintendent of Educational Support, Executive Director of TLE, Assistant State Superintendent of Assessment and Accountability, and Executive Director of Student Information	Gathering meaningful data from the student information system to make a well-informed determination as to the effectiveness of the TLE

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

By the 2013-2014 school year, each school district in the State must adopt a teacher and principal evaluation policy based on the statewide TLE System. Regional Accreditation Officers assigned to each LEA will audit documents and teacher records to determine if each LEA has implemented the TLE System for evaluation purposes. In addition, data generated through the TLE will be submitted to the SEA annually and analyzed for trends.

LEAs, as well as the SEA, will use the data generated from the TLE to drive a multitude of educational decisions.

- 70 O.S. § 5-141.4 permits a district to implement an incentive pay plan based on teacher performance that rewards teachers who increase student and school growth. Among other requirements, teachers and leaders must achieve either a “superior” or “highly effective” rating under TLE and demonstrate grade level, subject area, or school level performance success to qualify for the incentive pay.
- 70 O.S. § 6-101.3 requires career teacher status to be awarded based on TLE ratings.
- 70 O.S. § 6-101.13 requires that administrator non-reemployment decisions be based on TLE ratings.
- 70 O.S. § 6-101.16 requires that a comprehensive remediation plan as well as instructional coaching be provided to all teachers rated as needs improvement or ineffective.
- 70 O.S. § 6-101.22 requires that teacher non-reemployment decisions be based on TLE ratings.
- 70 O.S. § 6-101.31 requires Reduction in Force policies to use teacher effectiveness as the primary basis for releasing teachers.

Alignment between TLE ratings and student test scores will be reviewed and monitored by the SEA and the TLE Commission. Significant discrepancies will be addressed through the State’s newly adopted Differentiated Recognition, Accountability, and Support System as discussed in Section 2.A.



Key Take Away for Section 3.B: The Oklahoma TLE is designed to be an integral part of the entire school improvement process. The evaluation of teachers and leaders will once again have meaning since the results of evaluations will be used for all varieties of data-based decisions at the classroom, building, LEA, and SEA levels.