

The State Department of Education's Summer  
Professional Development Conference

# VISION

## 2020

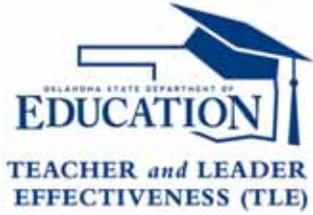
### FOCUS **ED**



OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**

[WWW.OK.GOV/SDE](http://WWW.OK.GOV/SDE)





# TLE Updates and Other Academic Measures

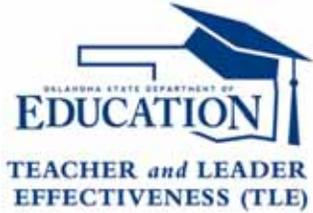
Dr. Kerri White

*Assistant State Superintendent of  
Educator Effectiveness*

Laura McGee, M.Ed.

*Executive Director of TLE*

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# Session Topics

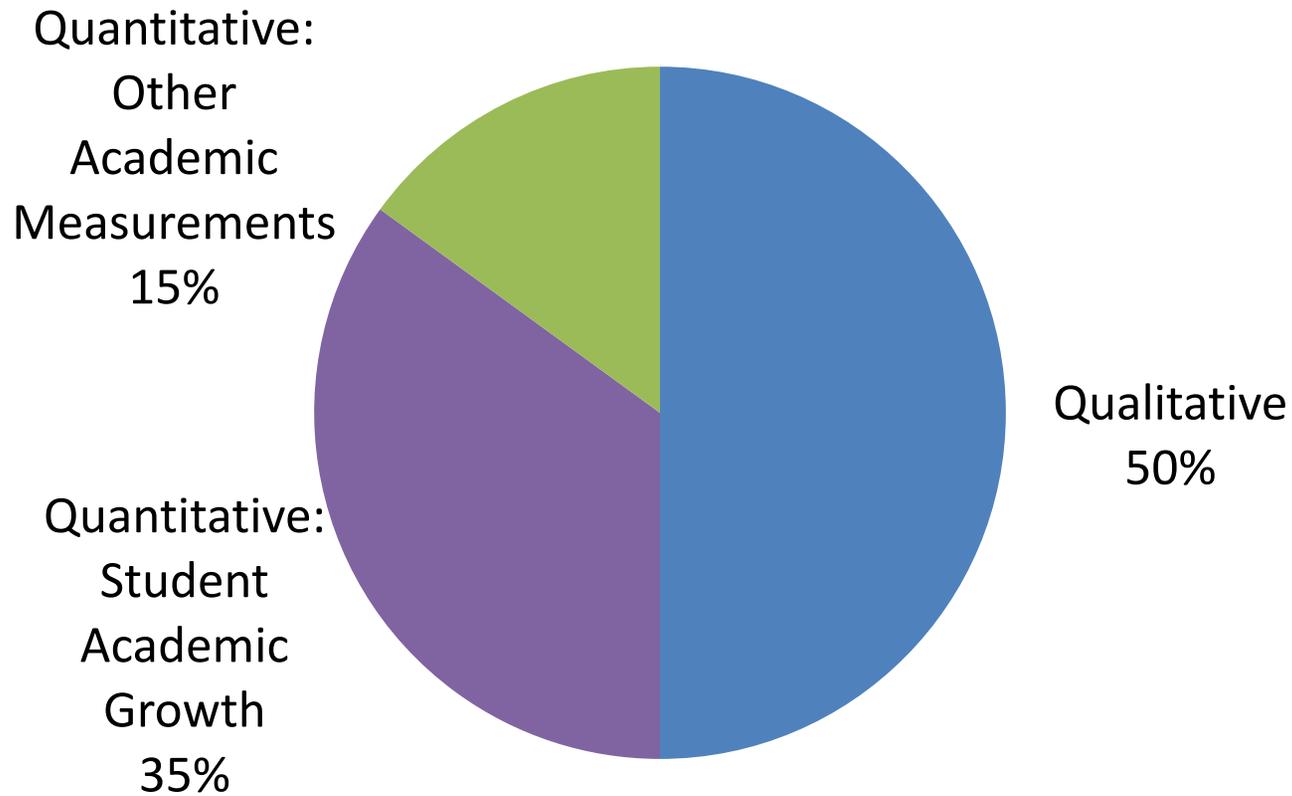
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1. TLE Components (To “Set the Stage”)
2. Updated Pilot and Implementation Timeline
3. Qualitative Pilot Recap
4. Other Academic Measures Policies
5. Value Added/Student Growth Information

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# #1 – TLE Components

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## #2 – Updated Pilot and Implementation Timeline

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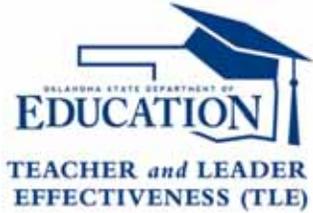
### Senate Bill 207

Signed into law April 3, 2013

### Senate Bill 426

Signed into law May 30, 2013

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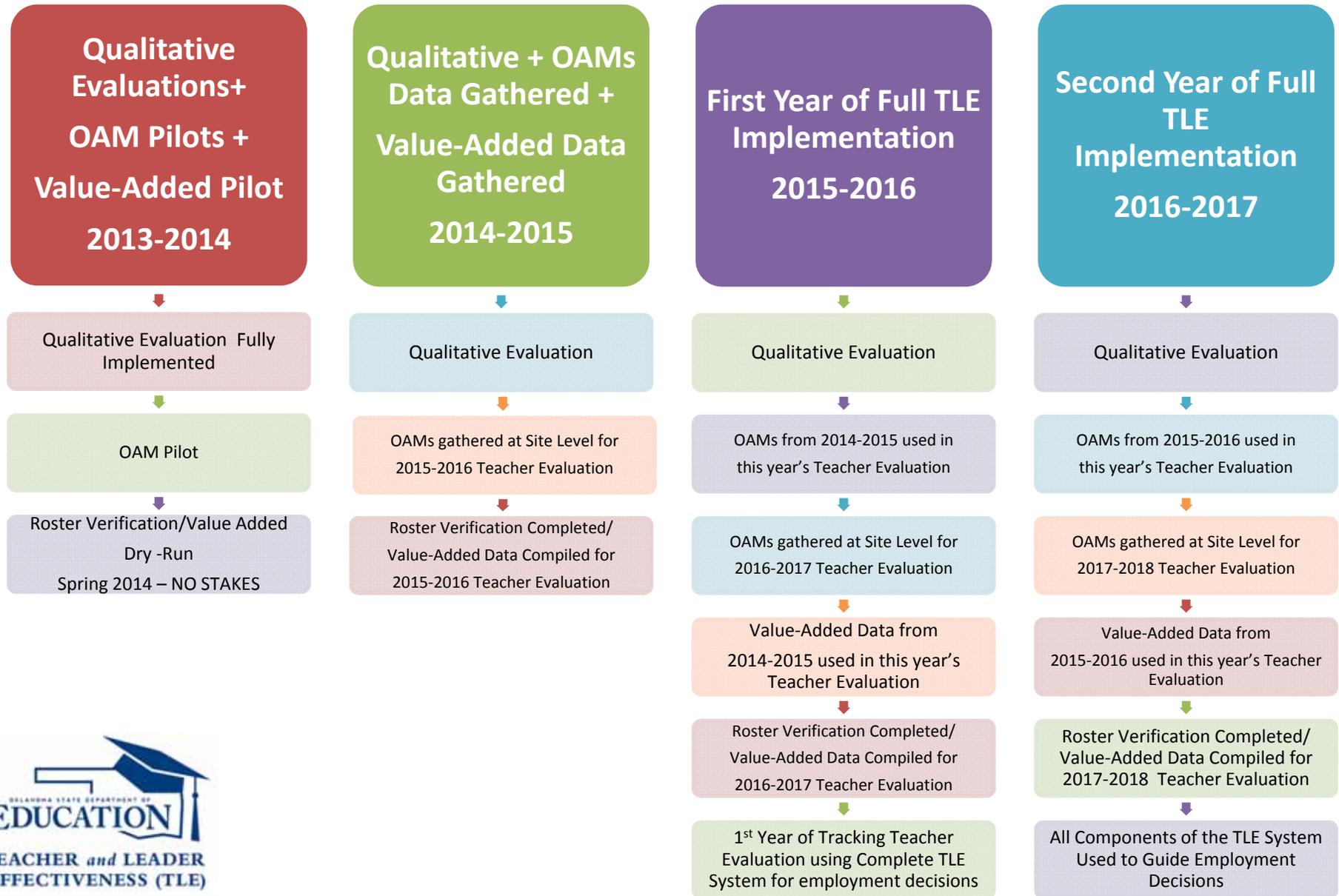


# Legislative Changes

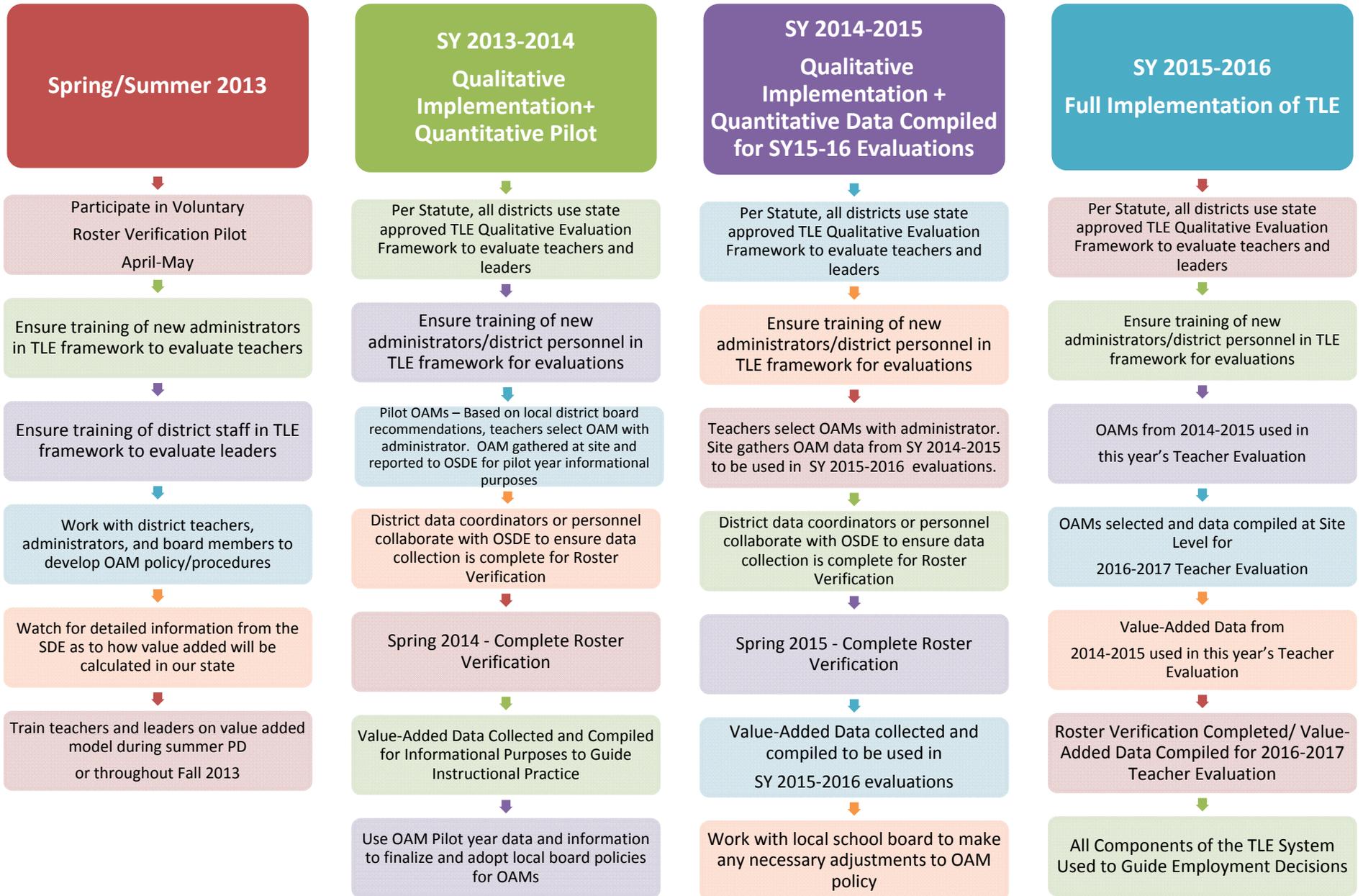
- Established a 2-year delay on full implementation of TLE evaluation system.
- Probationary teachers should be given feedback in both the fall and spring semesters; *hard deadline dates for evaluations were removed.*
- Teachers who receive “highly effective” or “superior” on final evaluations may be evaluated once every-other year.

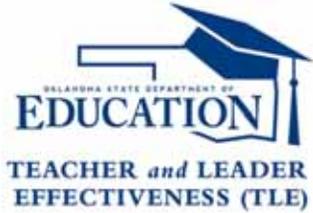
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# TLE Implementation Side-By-Side in Accordance with SB 426



# District Steps for TLE Implementation in Accordance with SB 426

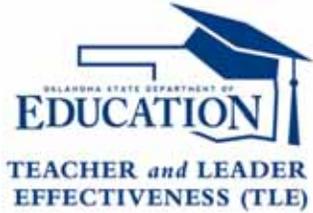




## Spring/Summer 2013

- Ensure training of new administrators in TLE framework to evaluate teachers.
- Ensure training of district staff in TLE framework to evaluate leaders.
- Work with district teachers, administrators, and board members to develop OAM policies.

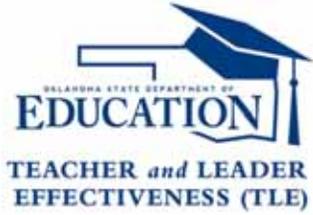
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## Spring/Summer 2013

- Watch for detailed information from the SDE as to how value added will be calculated in our state.
- Train teachers and leaders on value added model during summer PD or throughout Fall 2013.

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School Year 2013-2014

Qualitative Implementation

+

Quantitative Pilot

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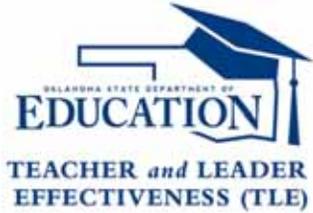


# School Year 2013-2014

Qualitative Implementation +  
Quantitative Pilot

- Per Statute, all districts use state approved TLE Qualitative Evaluation Framework to evaluate teachers and leaders.
- Ensure training of new administrators/district personnel in TLE framework for evaluations.
- Pilot OAMs – Based on local district board recommendations, teachers and leaders select OAM with administrator. OAM gathered at site and reported to OSDE for pilot year informational purposes.

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# School Year 2013-2014

Qualitative Implementation +  
Quantitative Pilot

- District data coordinators or personnel collaborate with OSDE to ensure data collection is complete for Roster Verification.
- Spring 2014 - Complete Roster Verification.
- Value-Added data collected and compiled for informational purposes to guide instructional practice.
- Use OAM pilot year data and information to finalize and adopt local board policies for OAMs.

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School Year 2014-2015

Qualitative Implementation

+

Quantitative Data Compiled for School Year  
2015-2016 Evaluations

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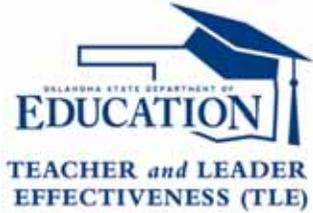


# School Year 2014-2015

Qualitative Implementation +  
Quantitative Data Compiled for SY15-16 Evaluations

- Continue with Qualitative Implementation.
- Teachers and leaders select OAMs with administrator. Site gathers OAM data from SY 2014-2015 to be used in SY 2015-2016 evaluations.
- Spring 2015 - Complete Roster Verification.
- Value-Added data collected and compiled to be used in SY 2015-2016 evaluations.

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School Year 2015-2016

Qualitative Implementation

+

Quantitative Implementation

=

Full Implementation

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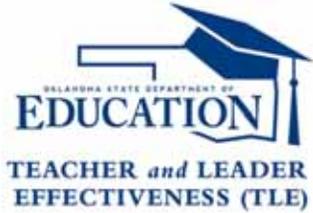


# School Year 2015-2016

Full Implementation

- Continue with Qualitative Implementation.
- OAMs from 2014-2015 used in this year's teacher and leader evaluations.
- OAMs selected and data compiled at site level for 2016-2017 teacher and leader evaluations.
- Value-Added data from 2014-2015 used in this year's teacher and leader evaluations.

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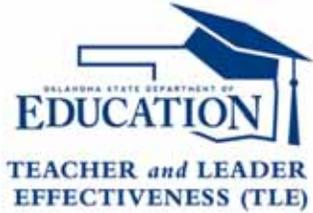


# School Year 2015-2016

## Full Implementation

- Spring 2016 – Complete Roster Verification.
- Value-Added data collected and compiled for 2016-2017 teacher and leader evaluations.
- All components of the TLE System used to guide employment decisions.

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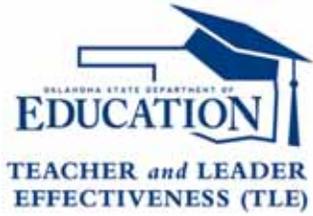


# #3 – Qualitative Pilot Recap

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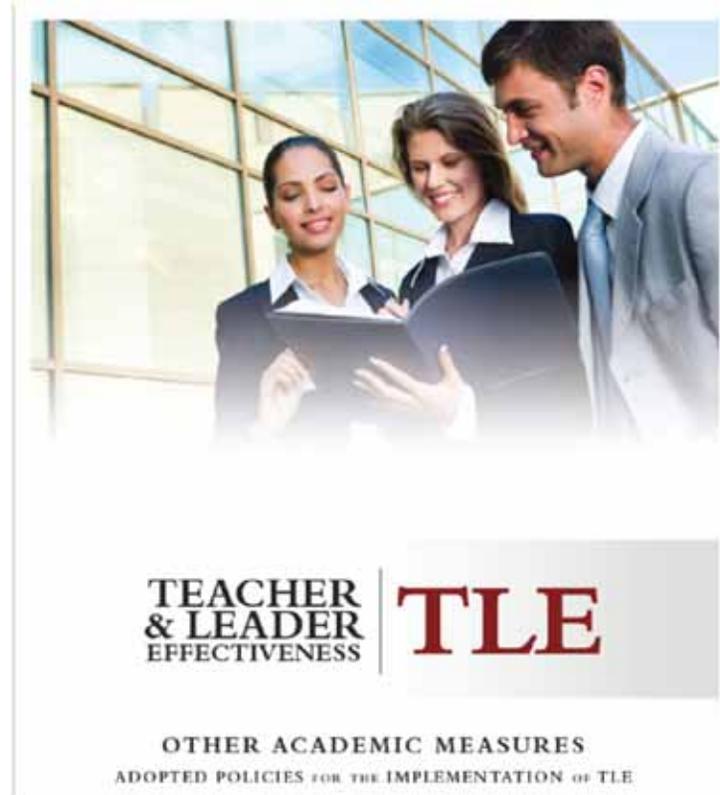
Teacher Frameworks	Leader Frameworks
Tulsa TLE Observation and Evaluation System	McREL's Principal Evaluation Systems
Marzano Causal Teacher Evaluation Model	Marzano School Leadership Model
Danielson Framework for Teaching	Reeves' Leadership Performance Matrix

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# #4 – Other Academic Measures (OAM) Policies

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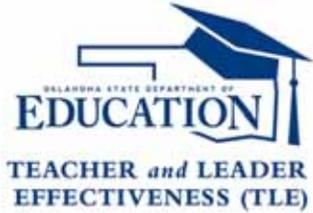
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# Other Academic Measures

- Other Academic Measures are additional alternative instruments ensuring a robust teacher/leader evaluation, capturing unique facets of effective teaching/leadership, and reflecting student academic performance impacted by the teacher/leader.
- The teacher/leader makes the annual selection of the Other Academic Measure from a list approved by the Oklahoma State Board of Education that has also been approved by the local board of education so that each teacher/leader has at least two options that are grade level appropriate.

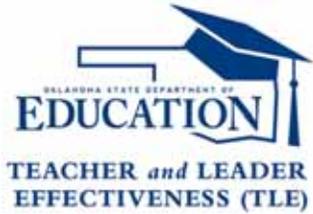
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## District OAM Policies Must:

1. Follow the guidelines adopted by the Oklahoma State Board of Education based on recommendations of the TLE Commission.
2. Only allow for use of OAMs that meet the definition adopted by the Oklahoma State Board of Education based on recommendations of the TLE Commission.
3. Require teachers and leaders to select an OAM that is relevant to the job duties of those educators and can provide actionable feedback.

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## District OAM Policies Must:

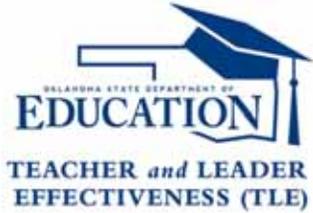
4. If there are at least two options of OAMs listed on the Approved Other Academic Measures List that are relevant to the job duties of a teacher or leader, that educator must select one of the options on the list. If there are not at least two options of OAMs listed on the Approved Other Academic Measures List that are relevant to the job duties of a teacher or leader, the local school board must provide at least two relevant options that meet the definition of Other Academic Measure adopted by the Oklahoma State Board of Education.
5. Create an OAM evaluation rating for each teacher and each leader on a 5-point scale, where 5 is Superior, 4 is Highly Effective, 3 is Effective, 2 is Needs Improvement, and 1 is Ineffective.

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# Approved OAM List

Category of Measure	Approved Measures	Examples of Possible 5-Tier Rating Scales
State Assessments	<ul style="list-style-type: none"> <li>End of Instruction (EOI)</li> <li>Oklahoma Core Curriculum Tests (OCCT)</li> <li>Oklahoma Modified Alternate Assessment Program (OMAAP)</li> <li>Oklahoma Alternate Assessment Program (OAAP)</li> <li>PARCC Assessments (when available)</li> </ul>	5 – 95% proficient or advanced 4 – 85% proficient or advanced 3 – 75% proficient or advanced 2 – 65% proficient or advanced 1 – less than 65% proficient or advanced  5 – 20% increase in student proficiency 4 – 15% increase in student proficiency 3 – 10% increase in student proficiency 2 – 5% increase in student proficiency 1 – less than 5% increase in student proficiency
Value-Added Model (VAM) Score (If one of these components is used for the 35% Student Academic Growth component for the teacher or leader, it cannot be selected as the 15% Other Academic Measure unless the teacher has an Individual VAM score used for the 35% Student Academic Growth.)	<ul style="list-style-type: none"> <li>School-wide VAM (All subjects)</li> <li>School-wide VAM (Literacy and Numeracy)</li> <li>School-wide VAM (Literacy)</li> <li>School-wide VAM (Numeracy)</li> <li>Individual VAM</li> </ul>	5 – 5 on School-Wide Value Added 4 – 4 on School-Wide Value Added 3 – 3 on School-Wide Value Added 2 – 2 on School-Wide Value Added 1 – 1 on School-Wide Value Added
*Off the Shelf* Assessments – Assessments commonly used throughout the state and/or nationally.	<ul style="list-style-type: none"> <li>Advanced Placement (AP)/International Baccalaureate (IB) Exams</li> <li>Assessments on the ACE Alternate Test List</li> <li>BEAR/DIBELS/Literacy First</li> <li>Computer Generated Assessments</li> <li>EXPLORE/PLAN/ACT/WorkKeys</li> <li>Industry Recognized Certification Exams</li> <li>NWEA MAP Tests</li> <li>SAT/PSAT</li> <li>Star Reading/Star Math</li> <li>Test of English as a Foreign Language (TOEFL)</li> <li>Other state or nationally available assessments that generate student scores automatically (In other words, the cut scores are consistent across all districts and states.)</li> </ul>	5 – 100% on grade level 4 – 90% on grade level 3 – 80% on grade level 2 – 70% on grade level 1 – less than 70% on grade level  5 – 20% increase in passing rate 4 – 15% increase in passing rate 3 – 10% increase in passing rate 2 – 5% increase in passing rate 1 – less than 5% increase in passing rate

Category of Measure	Approved Measures	Examples of Possible 5-Tier Rating Scales
A-F Report Card Components	<ul style="list-style-type: none"> <li>Overall School Grade or GPA</li> <li>Student Academic Performance Grade</li> <li>Student Growth Grade</li> <li>Whole School Performance Grade</li> <li>Any A-F Report Card Component (e.g., Graduation Rate, Bottom 25% Growth)</li> </ul>	5 – A on an individual component 4 – B on an individual component 3 – C on an individual component 2 – D on an individual component 1 – F on an individual component  5 – Improvement of GPA by one point 4 – Improvement of GPA by one-half point 3 – Improvement of GPA by one-quarter point 2 – Same GPA 1 – Lowered GPA
Surveys	<ul style="list-style-type: none"> <li>Gallup Student Poll</li> <li>Tripod Student Perception Survey</li> </ul>	5 – 90% approval rating with 75% response rate 4 – 80% approval rating with 75% response rate 3 – 70% approval rating with 75% response rate or 80% approval rating with 50% response rate 2 – 60% approval rating with 75% response rate or 70% approval rating with 50% response rate 1 – Less than 60% approval rating with 75% response rate or less than 70% approval rating with 50% response rate
Student Competition	<ul style="list-style-type: none"> <li>National, State, Area, or Regional Competitions (Sponsored or OSSAA or similar organization)</li> <li>Robotics Competitions</li> <li>State Science Fair</li> </ul>	5 – 1st or 2nd place in area competition 4 – 3rd or 4th place in area competition 3 – 1st or 2nd place in regional competition 2 – Invitation to regional competition 1 – No invitation to regional competition  5 – 20% increase in students who qualify to compete 4 – 15% increase in students who qualify to compete 3 – 10% increase in students who qualify to compete 2 – 5% increase in students who qualify to compete 1 – less than 5% increase in students who qualify to compete
Miscellaneous	<ul style="list-style-type: none"> <li>IEP Goal Attainment</li> <li>Linguifolio</li> <li>Service Learning Project Portfolios</li> <li>Student Community Service Project Portfolios</li> <li>Teacher/Leader Portfolios</li> <li>Third Grade Promotion</li> <li>State-, District- and/or Consortium-Developed Benchmark Assessments</li> </ul>	5 – 100% of Students Meeting All IEP Goals 4 – 90% of Students Meeting All IEP Goals 3 – 80% of Students Meeting All IEP Goals 2 – 70% of Students Meeting All IEP Goals 1 – Less than 70% of Students Meeting All IEP Goals  <small>Each measure in the Miscellaneous Category is unique; therefore, it is not possible to give examples of 5-tier rating scales for each measure. Locally- or regionally-developed rubrics may be needed to establish 5-point rating scales for some of these measures. To the degree possible, the State Department of Education will work with district representatives to develop state models of rubrics and rating scales for these measures.</small>



# Sample Suggestions for District Policies

- Consult with other districts.
- Determine local timelines and processes for selecting OAMs and establishing the 5-point scale.
- Offer as many choices as possible.
- Determine whether (and how) a teacher or leader may combine more than one OAM.
- Consider allowing teachers and leaders who have an individual Value-Added Measure Score to use that as their OAM.

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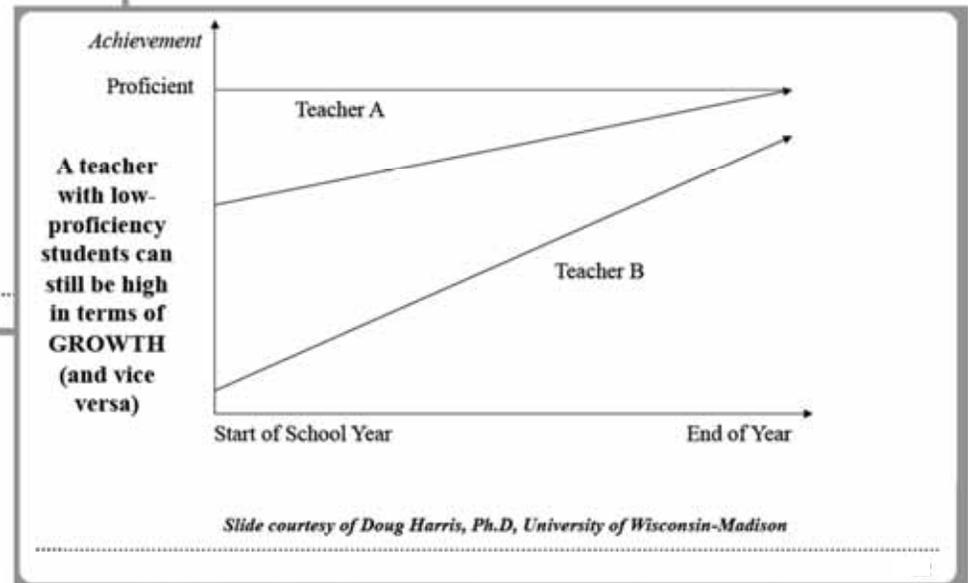
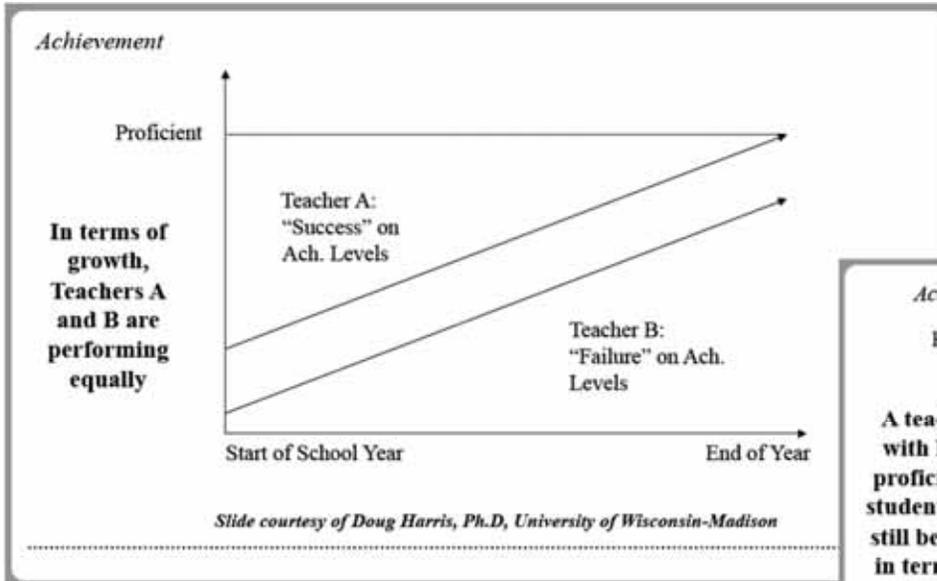


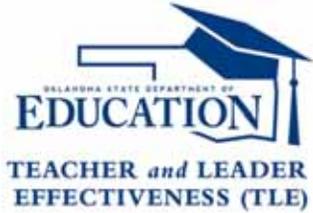
# Sample Suggestions for District Policies

- Allow teachers and leaders to collaboratively develop SMART goals and 5-point scales.
- Establish, modify, or include OAMs in established mediation processes.
- Establish a process for responding to extenuating circumstances (e.g., extended illness, acceptance of a student teacher).
- Additional samples and worksheets are included in the OAM Policy Brochure online.

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# #5 – Value Added/Student Growth Information





# Contact Information

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