

TITLE 210: STATE DEPARTMENT OF EDUCATION
CHAPTER 20: STAFF

210:20-41-1. Teacher and Leader Effectiveness Evaluation System overview

(a) Purpose and application. To ensure that each Oklahoma student is provided with effective instruction that contributes to student success, each school district board of education shall maintain and annually review a written policy of evaluation for all teachers and leaders, to be based upon the minimum criteria for the Teacher and Leader Effectiveness Evaluation System (TLE) outlined at 70 O.S. § 6-101.16. For purposes of the TLE, "leader" means a principal, assistant principal, or any other school administrator who is responsible for supervising classroom teachers. "Teacher" means a duly certified person who is employed to serve as a counselor, librarian, or school nurse, or in any instructional capacity.

(b) Five-tier rating system. Each teacher and leader evaluated under the TLE shall be rated on a five-tier scale, and assigned one of the following ratings:

(1) Superior;

(2) Highly effective;

(3) Effective;

(4) Needs improvement; or

(5) Ineffective.

(c) Annual evaluations. Every teacher and leader shall be evaluated annually, and provided with feedback for the purpose of improving student learning outcomes. Both the quantitative and qualitative components of the TLE shall be calculated each year for every teacher and leader, with the following limited exceptions:

(1) A first year teacher's TLE evaluation shall be based solely on qualitative components, as set forth at 210:20-41-3(b). During the first year of teaching, no Student Academic Growth (SAG) data will be collected. During the second year of teaching, the TLE evaluation score will still be derived entirely from qualitative components, but SAG data will be collected to be applied to the following year's evaluation.

(2) A career teacher who has received a "Superior" or "Highly effective" rating under the TLE may be evaluated once every two years. SAG quantitative data for these teachers shall continue to be collected and reported annually, as this data will be a necessary component of the teacher's next scheduled evaluation.

(3) A teacher or leader who moves to an Oklahoma school district from out of state shall be evaluated during their first school year in Oklahoma based solely on qualitative components, as set forth at 210:20-41-3(b). During the first year of teaching in Oklahoma, SAG data will be collected to be applied to the following year's evaluation.

(4) A teacher or leader who retires or leaves teaching or administrative employment, but returns to a teaching or administrative position, shall be evaluated solely on qualitative components during the year they return to service. SAG data will be collected during the year they return to service, to be applied to the following year's evaluation.

(d) Remediation plans and instructional coaching. For all teachers rated as "Needs improvement" or "Ineffective", comprehensive remediation plans and instructional coaching shall be provided. Each school district's written policy for evaluation shall include guidelines for comprehensive remediation plans and an instructional coaching program.

(e) Teachers and leaders who change positions. For an educator who serves as a teacher one year and an administrator the following year, the SAG data acquired during the year of

employment as a teacher shall carry over as the SAG data applied to TLE evaluation during the educator's first subsequent year of employment as an administrator. For an educator who serves as an administrator one year and a teacher the following year, the SAG data acquired during the year of employment as an administrator shall carry over as the SAG data applied to TLE evaluation during the educator's first subsequent year of employment as a teacher.

(f) **Reporting.** Every school district must transmit data collected for TLE purposes to the State Department of Education through the current information upload system designated by the agency.

(g) **Confidentiality of records.** The State Department of Education shall keep records of annual evaluations received pursuant to TLE confidential. TLE records which in any way identify a current or former public employee shall not be subject to disclosure under the Oklahoma Open Records Act.

210:20-41-2. Quantitative components of the Teacher and Leader Effectiveness Evaluation System

(a) **Proportion of overall rating.** Fifty percent (50%) of the total evaluation score of teachers and administrators shall be based on quantitative components, comprising 35% Student Academic Growth and 15% Other Academic Measures.

(b) **Student Academic Growth.** Student Academic Growth (SAG) as a component of the TLE may be measured in two ways. For leaders, and for teachers of subjects/grades for which Value Added Measures (VAM) will be calculated, SAG is determined by VAM results. For teachers of subjects/grades for which no VAM result is calculated, the State Board of Education has approved Student Learning Objectives/Student Outcome Objectives as an alternative to VAM, pursuant to 70 O.S. §6-101.16(B)(7).

(1) **Value Added Measures.** The VAM component gauges teachers' and leaders' contributions to SAG, as indicated by student assessment data. VAM is designed to isolate a teacher's contributions to student academic growth, isolated from other factors that might affect a student's scores but that are outside the teacher's control. For teachers of subjects and grades for which a VAM result is received, VAM shall yield 35% of the total TLE evaluation score. The school site's overall value added score is used for a leader's SAG component of the TLE score.

(A) **VAM subjects and grades.** Subjects and grades for which teachers receive VAM results are: Algebra I, Algebra II, Geometry, English III, grades 4-8 Reading, and grades 4-8 Math.

(B) **Student eligibility.** To be eligible to have their assessment scores included in VAM calculations, students must have taken the prior year's Oklahoma Core Curriculum Test (OCCT) in the same subject. A teacher who receives a VAM result must have at least ten (10) eligible students, at least five (5) of whom must be in the same grade. A teacher of a VAM subject who does not have enough eligible students to receive a VAM result shall be evaluated using the Student Learning Objectives/Student Outcome Objectives model outlined below at (b)(2).

(C) **Assessment scores.** The VAM model compares two sets of assessment scores, the average actual scores that a teacher's students earned and the average scores earned by the students' "typical peers" throughout the state.

(i) **Typical peer scores.** The use of "typical peer scores" for comparison purposes

allows factors such as English-language learner status, use of individual education plans (IEPs), and other performance-affecting factors to be isolated from the teacher's value added result. A student's typical peer score reflects the average post-test scores of the student's most similar peers in the state. The typical peer score is estimated using a statistical method that relates students' current test scores to their prior test score(s), as well as additional background characteristics. Because the statistical model is estimated after students take the current year test, there is no predetermined formula used to calculate typical peer scores.

(ii) **Prior test and current test scores.** For TLE purposes, "current test scores" are the results of assessments taken by students after they have been taught for the majority of the school year by the teacher being evaluated. "Prior test scores" result from assessments taken by these same students near the end of the prior school year.

(2) **Student Learning Objectives/Student Outcome Objectives.** Any certified teacher who does not receive a VAM score must complete a Student Learning Objective (SLO) or Student Outcome Objective (SOO) for the SAG portion of the TLE. SLOs/SOOs are to be developed by the teacher being evaluated, and must be approved by an administrator according to school district policy. School district policy also determines what assessments are appropriate for gauging student growth.

(A) **Student Learning Objectives.** A Student Learning Objective (SLO) is a measurable, long-term academic goal, informed by available data, that a teacher sets for all students at the beginning of the interval of instruction. SLOs apply to classroom teachers.

(B) **Student Outcome Objectives.** A Student Outcome Objective (SOO) is a measurable, long-term goal, informed by available data, focused on a specific skill or behavior outcome. An SOO is set for all students at the beginning of the interval of instruction. SOOs are appropriate for those roles such as nurses, psychologists, counselors, speech pathologists, and librarians.

(c) **Other Academic Measures.** Other Academic Measures (OAM) are additional instruments that ensure a robust evaluation by capturing unique facets of effective teaching and leadership. OAM shall comprise fifteen percent (15%) of the total evaluation score. The State Department of Education shall post on its website a list of approved OAM options, to be updated as additional options are approved. Each school district board of education may choose to make the entire approved list available to its teachers and leaders as OAM options, or may choose to limit which of the approved options are available to teachers and leaders in the district, in order to focus on the district's unique needs and educational objectives. Each teacher and leader will annually select the OAM to be used for their evaluation from the list of state-approved options chosen by the district. Because the results of many OAMs are unavailable until after evaluations must be completed for re-employment decisions, OAM results will be calculated as 15% of teacher and leader evaluations during the year following their attainment. School district OAM policies must:

(1) Follow the guidelines adopted by the State Board of Education.

(2) Require teachers and leaders to select an OAM that is relevant to their job duties, and that can provide actionable feedback.

(3) Provide that if there are at least two (2) OAM options made available by the district which are relevant to the job duties of a teacher or leader, the educator must choose one of the listed options. If there are not at least two (2) options relevant to the educator's job duties

the district board of education must offer at least two OAM options that are relevant and that meet the OAM guidelines adopted by the State Board of Education.

(4) Create an OAM evaluation rating for each teacher/leader on the five-point scale listed at 70 O.S. § 6-101.16(B):

(A) 5 - Superior;

(B) 4 - Highly effective;

(C) 3 - Effective;

(D) 2 - Needs improvement; or

(E) 1 - Ineffective.

(5) Determine whether a teacher/leader may select more than one (1) OAM, and if selection of more than one (1) OAM is permitted, account for how the multiple measures will result in an OAM evaluation rating of 1-5. The State Department of Education recommends that no more than two (2) OAMs be chosen in a given year. If multiple OAMs are chosen, only one OAM score shall be reported to the State Department of Education. If a district policy allows for selection of multiple OAMs, the policy must also specify the means through which one OAM score will be selected for reporting to the State Department of Education. Such selection mechanisms may include authorizing the teacher or leader being evaluated to choose which of the multiple OAM scores will be reported, averaging multiple OAM scores and reporting the result, or another means chosen by the district.

210:20-41-3. Qualitative components of the Teacher and Leader Effectiveness Evaluation System

(a) **Proportion of overall rating.** Fifty percent (50%) of the ratings of teachers and leaders shall be based on qualitative assessment components which are rigorous and fair.

(b) **Qualitative assessment of teachers.** An evidence-based qualitative assessment tool for the assessment of teachers must include observable and measurable characteristics of personnel and classroom practices that are correlated to student performance success. These characteristics shall include, but not be limited to:

(1) Organizational and classroom management skills;

(2) Ability to provide effective instruction;

(3) Focus on continuous improvement and professional growth;

(4) Interpersonal skills; and

(5) Leadership skills.

(c) **Qualitative assessment of leaders.** An evidence-based qualitative assessment tool for the assessment of administrators must include observable and measurable characteristics of personnel and site management practices that are correlated to student success. These characteristics shall include, but not be limited to:

(1) Organizational and school management, including retention and development of effective teachers and dismissal of ineffective teachers;

(2) Instructional leadership;

(3) Professional growth and responsibility;

(4) Interpersonal skills;

(5) Leadership skills; and

(6) Stakeholder perceptions.

(d) **Approved frameworks for qualitative evaluation of teachers and leaders.** Approved model frameworks for teacher and leader evaluation shall be available on the State Department

of Education website. A school district may choose to implement any of the model frameworks. The approved framework that a district chooses must be implemented in its entirety.