



TLE Hot Topic: VAM Final Determinations

The State Board of Education recently approved recommendations submitted by the TLE Commission for Oklahoma's value-added model, and a large portion of the recommendations pertained to student characteristics.

For the Value-Added Pilot Years based on student assessment data in the 2012-2013 school year and 2013-2014 school year, the value-added model will account for the following student characteristics:

- a. Prior achievement in math, reading, and science for up to two years;
- b. Eligible for free or reduced-price lunch;
- c. English-language learner status;
- d. Special education status;
- e. Attendance from previous year;
- f. Student mobility;
- g. Race/ethnicity; and
- h. Gender.

Continued on page 3

TLE Question of the Month: What is an Appropriate OAM?

To determine the appropriateness of an OAM, it is important to make sure the selected OAM adheres to the following Oklahoma State Board of Education requirements:

- OAM selection must be an approved measure that meets the definition of the Oklahoma State Board of Education (see [OAM e-Brochure](#))
- OAM selection must be related to job duty and provide actionable feedback
- OAM selection must be rated on a 5-point scale where 5=Superior, 4=Highly Effective, 3=Effective, 2=Needs Improvement, and 1=Ineffective.

Outside the three requirements listed above, the level of appropriateness of an OAM in terms of selection, implementation and scaling are left to district discretion.

Continued on page 3

Table of Contents

- Hot Topic of the Month:
VAM Determination
- Question of the Month:
What is an
Appropriate OAM?
- Spotlight School of the
Month: Afton Public Schools

Upcoming Events

February 18 @ 1 p.m. – TLE
Commission Meeting

February 24, 25, 26, 27, and 28
– Roster Verification Webinars
(for administrators only)

Register [Here](#)

March 31, April 1, 2, and 3 –
Value-Added Model (VAM)
Training Videoconferences
(for administrators only)

Register [Here](#)

TLE Resources

[TLE Implementation:
Next Steps for 2014](#)

[Educator Workforce Shortage
Task Initial Report 2014](#)

[TLE OAM Example
Worksheets](#)

[9-6-13 Videoconference:
Updated OAM & Roster
Verification Video](#)

Continued on page 2

TLE Spotlight School of the Month: Afton Public Schools

Kim Johnson, principal of Afton Elementary School, recently identified the need for an OAM in-service for her staff and other district colleagues. After collaborating with Afton superintendent,

Randy Gardner and the rest of the Afton administrative team, Ms. Johnson was given the greenlight to proceed with the scheduling of the OAM in-service under one condition: every certified teacher and leader at Afton would attend, but no Afton student would miss class or be “baby-sat” while teachers attended the in-service.



Ms. Johnson accepted this challenge and met with colleagues to organize a plan of action to maintain the integrity of the educational environment during the in-service. Their plan of action included a blitzkrieg of community calls to ask volunteers to “teach” classes and not just “cover” classes in order for Afton teachers to attend the in-service.

Then, Afton teachers designed lesson plans for their volunteers to teach, and they provided pedagogical guidance to ensure that learning was also happening during their absence. Imagine — an entire community of volunteers dedicating their time to support their students, teachers, and administrators in a collective effort!

Ms. Johnson states, “Thank you OSDE so much for coming to Afton School. You really helped our teachers not be so afraid of the TLE and OAM. I had so much positive feedback from the training. I just feel that we are all in this together, and the training made me feel even more confident than ever.”

Congratulations, again, to Superintendent Randy Gardner, Ms. Kim Johnson and the rest of the Afton Public School’s faculty for being named Spotlight School of the Month! Go, Afton Eagles!

TLE Resources

[9-6-13 Videoconference Handout/PowerPoint](#)

[TLE OAM e-Brochure](#)

[TLE Theory of Action Brochure](#)

[TLE Implementation](#)

[Timeline for Districts](#)

Professional Development

OSDE’s Teacher and Leader Effectiveness Office would be honored to be part of your district’s professional development resources!

In an effort to build resource capacity, the TLE Office makes many presentations throughout the year with the hope that participants will share information with colleagues and neighboring districts.

Listed below are places that have recently hosted a TLE presentation. We encourage educators to contact these organizations for information shared at the meetings. Additionally, we have provided a list of upcoming presentations. Registration information for the REAC³H meetings is available [here](#).

Recent Presentations:

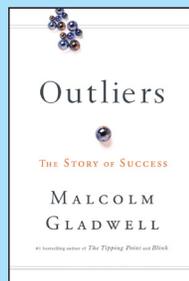
Bridge Creek Public Schools, Claremore Public Schools, Sequoyah Public Schools, Coweta Public Schools, Fairview Public Schools, Idabel Public Schools, Lawton Public Schools, Oologah-Talala Public Schools, Skiatook Public Schools, Tahlequah Public Schools, Tuttle Public Schools, Pryor Public

Continued on page 3

Recommended Reading

Principal Kim Johnson, Afton Elementary School, recommends the *Outliers* (2008) as a great read for today’s educators.

“The book *Outliers*, by Malcolm Gladwell, is a book about people whose achievements fall outside the normal experience. He states that in understanding successful people, we have come to focus far too much on their intelligence and ambitions and personality traits. He believes we should look at the world that surrounds the successful, their culture, family, generation, and the idiosyncratic experiences of their upbringing. I would recommend this book for any educator. It proves that there are many factors to a student’s success.” – Kim Johnson



Value-Added Pilot Years

Continued from page 1

Additionally, for the Value-Added Pilot Years based on student assessment data in the 2012-2013 school year and 2013-2014 school year, the Board approved the recommendation to prepare and distribute value-added reports for teachers and leaders who are linked to a minimum of 10 students who are eligible to be included in the value-added model. The reports will not include students with OMAAP or OAAP scores for prior or current assessments, and the reports will not include students who are repeating the current grade/course.

The following educators will receive a Value Added result:

- Teachers of 4th – 8th Grade Math and Reading/English Language Arts with at least 10 eligible students
- Teachers of Algebra I, Algebra II, Geometry, and English III with at least 10 eligible students
- Administrators of a building with any of the above grades and subjects with at least 10 eligible students.

After attending the required VAM training, district superintendents and leaders will receive copies of their value-added reports. Please register for this training [here](#).

Appropriate OAM

Continued from page 1

Some educators have inquired about the use of creative OAMs that — at first glance — appear to blur the lines of appropriateness in terms of validity and reliability. Creativity and enthusiasm are important elements in developing one's OAM and SMART goal, but it is important to be mindful of the overall purpose: to increase effective practice and student achievement.

As such, the TLE Office recommends educators ask the following questions when selecting or approving an OAM and developing a SMART goal:

1. Is the academic area of focus supported by a state or national organization?
2. Is the SMART goal anchored to a specific objective, standard, goal, or mission of a state or national organization? If so, cite the objective or standard in the stem of the SMART goal.
3. Is the SMART goal supported by research? If so, cite the research when developing the SMART goal.
4. Does the SMART goal have potential to mature throughout subsequent years in order to ultimately connect to C³ (College, Career and Citizenship-Readiness)? If so, provide a brief summary of this vision and possible connections to C³ in the SMART goal description.
5. Is the SMART goal assessing the effectiveness of the educator in the academic area of focus? If so, use this information as a guide when developing the 1-5 scale.

This information also should be used to develop baseline data for the following year. If "no" is the answer to any of the questions above, then it is likely that the SMART goal and OAM are not appropriate or need more development.

Schools, Bartlesville Public Schools, Afton Public Schools, CentralTech Drumright, Ardmore Public Schools, Silo Public Schools, Carnegie Public Schools.



Upcoming Presentations

Register [Here](#):

REAC³H Summit — Feb 19

REAC³H Weatherford — Feb 25

REAC³H Broken Bow — Mar 3

REAC³H OKC — Mar 4

TLE Definitions

Random Sampling: SB 426 explains that every district must participate in OAM and Roster Verification pilots in a "representative sampling of school sites within the district."

For those districts with a significant number of school sites, a representative sampling should include at least enough elementary schools, middle schools, and high schools to be statistically representative of the entire district.

For those districts with a small number of school sites, all sites will need to participate in order to be representative of the sites within the district.

All educators within each school site identified for the pilot year should participate in the OAM and Roster Verification processes.

Educators and researchers agree that **Teacher Effectiveness** is the single most important factor in student academic achievement.

**TEACHER
& LEADER
EFFECTIVENESS**

TLE

www.ok.gov/sde/tle



OKLAHOMA STATE DEPARTMENT OF

EDUCATION

Jenyfer Glisson, Ed.D
Executive Director of TLE
Jenyfer.Glisson@sde.ok.gov
(405) 522-8298

Ginger DiFalco
TLE Coordinator
Ginger.DiFalco@sde.ok.gov
(405) 522-8298