

**TITLE 210. STATE DEPARTMENT OF EDUCATION  
CHAPTER 20. STAFF  
SUBCHAPTER 41. TEACHER AND LEADER EFFECTIVENESS**

**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 [RESERVED]**

### **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.