

**Oklahoma State Board of Education Adopted Policies
Pursuant to 70 O.S. § 6-101.16A**

December 15, 2011

The TLE Commission has approved certain frameworks for district selection both for Teacher and Leader Evaluation. A pilot program will be conducted over the next year (2012-2013) using the approved frameworks that are selected by each district. At the end of the pilot program, both the TLE Commission and the State Board of Education will be better able to evaluate each framework. Based on the TLE Commission's recommendations, the State Board of Education named the Tulsa TLE Observation and Evaluation System for the Teacher Training Evaluation and the McREL Principal Evaluation System for the Leadership Training Evaluation as the presumptive default frameworks. During the pilot program, the allocation of funds between approved frameworks will be supported by local funds or at the discretion of the Oklahoma Department of Education through a formula based on the districts' Average Daily Attendance. At the end of the pilot program, in one year, after further study and recommendations by the TLE Commission, the State Board of Education will adopt default frameworks.

For the Teacher Evaluation System, the Oklahoma State Board of Education has named a limited number of frameworks that meet specific criteria, including all statutory requirements, for district selection. The following frameworks are 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.

For the Leader Evaluation System, The Oklahoma State Board of Education has named a limited number of frameworks that meet specific criteria, including all statutory requirements for district

selection. The following frameworks are included in the list of approved options: McREL's Principal Evaluation System (pending correlation to statutory criteria) and Reeves's Leadership Performance Matrix (pending correlation to statutory criteria).

For both the Teacher Evaluation System and the Leader Evaluation System, 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.

In regards to the quantitative portion of the Teacher and Leader Evaluation System, the Oklahoma State Board of Education approves 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.

In regards to the quantitative portion of the Teacher and Leader Evaluation System, the Oklahoma State Board of Education approves 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.

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 Oklahoma State Board of

Education approves 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.

In regards to the fifteen percentage points based on other academic measures, the Oklahoma State Board of Education approves 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.