

Teacher and Leader Effectiveness Commission Teacher Evaluation Framework/Model Selection Criteria



The review following the criteria set forth by the Teacher and Leader Effectiveness Commission will be conducted by the Oklahoma State Department of Education and submitted to the Commission for consideration.

Selection	Description
Does not meet the criteria	From the materials provided, does not appear to meet the criteria
Meets the criteria	From the materials provided, appears to meet the criteria
Exceeds the criteria	From the materials provided, appears to exceed the criteria

Framework: _____

Required by Statute	Teacher Evaluation Framework/Model Selection Criteria for the Qualitative Measures	Does not meet the criteria	Meets the criteria	Exceeds the criteria	Reviewers' Notes
✓	Includes a Five-Tier Rating System (qualitative measures) 1) Superior 2) Highly Effective 3) Effective 4) Needs Improvement 5) Ineffective				
✓	Annual evaluations that provide feedback to improve student learning and outcomes				
✓	Comprehensive remediation plans and instructional coaching for all teachers rated as Needs Improvement or Ineffective				
✓	Be evidence-based (e.g. research and field proven)				
✓	Include observable and measurable characteristics of personnel and classroom practices (rubrics and evidences for each rubric)				
✓	Be correlated to student performance success (validation studies and causal links studies for instructional strategies/behaviors)				
✓	Be based on research-based national best practices and methodology (contemporary research and practices of expertise development and strategies/behaviors for raising student achievement)				

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Required by Statute	Teacher Evaluation Framework/Model Selection Criteria for the Qualitative Measures	Does not meet the criteria	Meets the criteria	Exceeds the criteria	Reviewers' Notes
✓	Must contain minimally: <ul style="list-style-type: none"> a) Organizational and classroom management skills b) Ability to provide effective instruction c) Focus on continuous improvement and professional growth d) Interpersonal skills e) Leadership skills 				
	Accounts for years of service since teacher expertise develops over time				
	Granular enough with "thin slices" of instruction to support deliberate practice because teachers develop expertise through engaging in focused practice with focused feedback				
	Identifies the instructional context or lesson type or segment for when it is instructionally appropriate to see certain research-based strategies				
	Includes scales or rubrics to identify the level of implementation for the strategies				
	Reflects the elements for a research-based common language of instruction that accurately reflects the complexity of teaching				
	Clearly defines and articulates teacher and student evidences for each rubric				
	Validation studies (Specific studies on the model/framework to verify its ability to identify levels of teaching performance correlated to student achievement results)				
	Research studies verifying the specific classroom practices in the rubrics have a "causal link" to raising student achievement				
	Weights/emphasizes classroom instruction				
	Depth of supports provided for the framework (qualified capacity to support statewide efforts)				