

## TLE DATA USAGE INFORMATION

### Introduction

Several districts and individual educators have inquired about the usage of TLE data collections. The following information is intended to provide an overview of the types of uses the TLE data collections will have as well as the types of questions the TLE data collections will help answer. It is not intended to be an exhaustive list but does represent the Oklahoma State Department of Education's current understanding of how the data will be used.

### Legal Information

Oklahoma State Statutes [70 O.S. §§ 6-101.10 (D), 6-101.11, 6-101.16 (F), and 6-101.17 (I)] require the Oklahoma State Department of Education (OSDE) to collect data regarding the implementation of the TLE and require districts to make data collected pursuant to the TLE available to the OSDE. Specific instructions to the OSDE include monitoring implementation of teacher evaluations, providing data for the improvement of teacher preparation programs, and providing information to the TLE Commission so they can make recommendations to the State Board of Education regarding implementation and alignment.

Oklahoma State Statutes [70 O.S. §§ 6-101.10 (F), 6-101.11, 6-101.16 (H), and 51 O.S. § 24A.7] protect the confidentiality of individual teacher data collected pursuant to the TLE.

It is mandatory for each district to complete the TLE data reports in order to comply with the requirements of law to implement the TLE.

### Potential Uses

#### Monitoring Implementation of Teacher and Leader Evaluations

The TLE System is designed to evaluate the effectiveness of all teachers and leaders and to provide actionable feedback for ongoing implementation and improvement. OSDE is required to monitor district implementation of the process.

EXAMPLE USES	EXAMPLE QUESTIONS
<ul style="list-style-type: none"><li>• Monitoring completeness of evaluations</li><li>• Monitoring fidelity to statutory timelines</li><li>• Monitoring alignment of processes to district evaluation component policies</li><li>• Monitoring alignment of district policies to state law and policies</li></ul>	<ul style="list-style-type: none"><li>• Are teachers and leaders being evaluated consistently in all districts?</li><li>• Are observers/evaluators adequately trained on processes?</li><li>• Are observers/evaluators implementing components with fidelity?</li></ul>

#### Providing Data for the Improvement of Teacher Preparation Programs

The TLE System is designed to provide feedback to teacher and administrator preparation programs about the effectiveness of their graduates. OSDE is required to share this information in ways that are meaningful to the programs. In future years, the goal is to provide preparation programs with access to dashboards that will allow them to query their own data as long as the number of teachers and leaders is sufficient to protect educator privacy.

EXAMPLE USES	EXAMPLE QUESTIONS
<ul style="list-style-type: none"> <li>• Determine effectiveness of teacher and administrator preparation programs</li> <li>• Distinguish between the effectiveness of various programs at the same institution (e.g., Early Childhood Education vs. Secondary Math Education)</li> <li>• Monitor progress of preparation programs after modifications have been made</li> <li>• Determine effectiveness of field experiences and new teacher supports</li> </ul>	<ul style="list-style-type: none"> <li>• Are particular strategies for teacher preparation programs more effective than others in certain subjects/grades/locations?</li> <li>• Are programs designed to support Urban Teacher education more effective for new teachers in urban settings than general preparation programs?</li> <li>• Which state policies for teacher preparation programs are most closely correlated to indicators of effectiveness in the TLE components?</li> <li>• Which courses/programs are most beneficial for traditionally-prepared and alternatively-prepared teachers?</li> </ul>

Information to the TLE Commission, State Board of Education, and Legislature

The TLE Law requires ongoing analysis of the ability of the TLE System to identify and reward effectiveness, as well as support the improvement of all educators. The TLE Commission is charged with providing recommendations to the State Board of Education, who in turn can provide recommendations to the State Legislature, regarding potential changes to the development or implementation of the TLE System.

EXAMPLE USES	EXAMPLE QUESTIONS
<ul style="list-style-type: none"> <li>• Make recommendations about the implementation of the TLE System</li> <li>• Make recommendations regarding ongoing technical assistance and additional training for district leaders</li> <li>• Consider changes to the statutory structure of the TLE System</li> <li>• Review the fairness of the TLE System for educators in all types of schools/districts</li> </ul>	<ul style="list-style-type: none"> <li>• What is the relationship between principal ratings and teacher ratings?</li> <li>• Are components of the TLE System related to one another? If so, in what ways?</li> <li>• Which qualitative indicators are most closely related to student growth?</li> <li>• In which years of experience does the greatest amount of teacher development occur?</li> <li>• How is the TLE System related to the number of courses taught by a teacher?</li> <li>• How is the TLE System related to changes in teacher assignment (e.g., grade/subject change, district/school change)?</li> <li>• How does the timeline of implementation relate to the fidelity of implementation of each of the components?</li> </ul>

**How Teacher/Leader Privacy Is Protected**

When providing data to any public entity, OSDE will preserve teacher and leader individual privacy. Just as with student data, a minimum of ten (10) teachers or leaders with any characteristic will be required before data will be reported based on that characteristic.

For example, if the University of Central Oklahoma would like to know how their 2010-2012 graduates are performing in the classroom, by area of certification, the OSDE would prepare a report to answer that question. This report could disaggregate the data by year and certification area only if there are at least ten graduates for that year with that certification area. Therefore, if only seven teachers graduated from the university's preparation program with a certification in Spanish in 2010, this data would not be shared with the university. Those seven teachers could be included in larger aggregates (e.g., all three years of graduates with Spanish certification), but the university would not get data on Spanish certifications in 2010 to protect the privacy of those teachers.

Data Protection: In order to create reports that protect the data of individual teachers, certain technical analysts within the OSDE and their data partners, including the Office of Management and Enterprise Services, will need access to individual teacher data. This access will be limited only to those individuals who must create and run the databases and programs used to aggregate the reports. These individuals will be held to confidentiality requirements as they are with student level data, and all data available to these individuals will be password protected.

### **Data Collections and Reports**

At present, the following data collections and reports are either active or planned for the future. Additional data collections and reports may be needed in the future; however, these are the collections and reports currently in development or live status.

- TLE Qualitative Upload
- TLE Other Academic Measure (OAM) Upload
- TLE OAM Web Form (optional)
- TLE Student Learning Objective/Student Outcome Objective (SLO/SOO) Upload
- TLE SLO/SOO Web Form (optional)
- TLE Roster Verification
- TLE Value Added Reports
- TLE Dashboards
- TLE Teacher and Administrator Preparation Program Reports
- TLE Commission Recommendations to the State Board of Education
- TLE Commission Annual Report to the Legislature