

TLE Hot Topic: OSDE Makes Recommendations to State Board

At the December State Board Meeting, the Oklahoma State Department of Education (OSDE) presented a summation of TLE implementation milestones for 2014. OSDE—in conjunction with the TLE Office—sincerely appreciates our collaborative partnership with the TLE Commission members, education stakeholders, and school districts with the implementation of state education laws and guidelines pursuant to 70 O.S. § 6-101.16A.



Throughout 2014, the OSDE completed state-wide training sessions for the implementation of the student academic growth component of the Oklahoma TLE System. These sessions were delivered in a train-the-trainer format and covered two growth models: Value-Added Model (VAM) and the Student Learning Objective/Student Outcome Objective (SLO/SOO) model.

Over 615 district leaders representing 523 districts attended the VAM trainings held last spring and summer. More than 815 district leaders representing 434 districts attended the SLO/SOO trainings held this fall. For districts that did not send representation to these sessions, the TLE Office has provided alternate training options.

Additionally, the TLE Office has received feedback regarding the quantitative component of the TLE system. This feedback revealed two major themes: the flexibility of quantitative percentages and the phasing in of the quantitative weight. In response to this feedback, the OSDE asks the State Legislature to consider the following recommendations:

- 1.** Allow districts flexibility of the quantitative component percentages to measure student academic growth as long as the flexibility is in accordance with the ESEA Flexibility waiver.
- 2.** Phasing in the quantitative weight in the TLE Composite Score for each teacher and leader as long as the phasing timeline is in accordance with the ESEA Flexibility waiver.

OSDE appreciates the careful consideration of the State Board of Education with the implementation of state education laws and guidelines pursuant to 70 O.S. § 6-101.16A.

Table of Contents

- **TLE Hot Topic: OSDE Makes Recommendations to State Board**
- **TLE Questions of the Month**
- **Recommended Reading: Please visit the Oklahoma SLO/SOO Community of Practice website!**

TLE Acronyms

- AIR:** American Institutes for Research
- NTGS:** Non-Tested Grades and Subjects
- OAM:** Other Academic Measures
- RV:** Roster Verification
- SAG:** Student Academic Growth
- SLO:** Student Learning Objective
- SOO:** Student Outcome Objective
- TLE:** Teacher and Leader Effectiveness
- VAM:** Value-Added Model



TLE Questions of the Month:

When will the 2013-2014 VAM reports be available?

For the final pilot year (2013-2014), the VAM reports are expected to be available in March 2015. After this initial release, all VAM reports for subsequent years are expected to be available in the fall semester.

Who has to participate in Roster Verification this year?

For pilot year 2013-14 implementation, all teachers of all subjects were required to participate in the Roster Verification process. From this point on, only teachers teaching VAM subjects are required to participate in the Roster Verification process. These subject areas include the following:

- Grades 4-8 reading and math,
- Algebra I,
- Algebra II,
- Geometry, and
- English III.

Administrators may consider requiring teachers of non-VAM subjects to complete Roster Verification for two purposes:

1. To verify in writing which students the teacher is responsible for teaching, and
2. To verify in writing which students are co-taught by another teacher.

This information can be helpful to both the administrator and teacher when collaborating about SLOs/SOOs. The OSDE advises districts to carefully consider the pros and cons of requiring teachers of non-VAM subjects to complete Roster Verification.

Do teachers who serve multiple roles, (e.g., someone who teaches in the classroom and is also the principal) develop an SLO or SOO or both?

Educators who serve in multiple roles should default to the “higher” role. In this example, the teacher/principal would be evaluated for the principal’s role. If the principal will receive a school-wide VAM score, he or she would not need to complete an SLO for the course that he or she is teaching.

If a teacher teaches mostly non-VAM courses but has one course that receives a VAM score, would the teacher develop an SLO?

If a teacher or administrator receives a VAM for any of his or her courses, the VAM score accounts for the full 35 percent of the SAG portion of TLE. The OSDE made recommendations to the State Board to reconsider this policy and allow greater district flexibility in the quantitative percentages (see Hot Topic).

Continued on page 3

TLE Resources

[VAM Training PAK for TLE](#)

[VAM Video Tutorial](#)

[Value Added Briefing for Superintendents-Video](#)

[Value Added Briefing for Superintendents-PowerPoint](#)

[VAM \(Value-Added Model\) FAQ](#)

[TLE Nuts and Bolts PowerPoint](#)

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

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

[TLE OAM Example Worksheets](#)

[TLE OAM e-Brochure](#)

[TLE Theory of Action Brochure](#)

[TLE Implementation Timeline for Districts](#)

[TLE Data Usage Information](#)

[SLO/SOO FAQs:](#)

<http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/SLO%20SOO%20FAQ.pdf>

[SLO/SOO Community of Practice \(CoP\): <http://okslos.ning.com/gresources>](#)

[SLO/SOO Training PAK:](#)

<http://www.ok.gov/sde/documents/2014-10-28/slosoo-pak-presentation-assistance-kit>

Professional Development

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. Please collaborate with surrounding local districts to inquire about the possibility of planning a joint event. If your district is interested in hosting a session, please contact Ginger DiFalco at 405-522-8298.



Friendly Reminders

Pursuant to 70 O.S. § 6-101.16A, district implementation of SLOs/SOOs is required for the 2014-15 school year. The data collected this school year will be the 35% Student Academic Growth (SAG) score for teachers not receiving a VAM result. If no data is collected, a teacher will receive a 0% for the SAG component.

In order to access the 2012-2013 VAM Reports available via Single Sign On (SSO), each school district was required to send district leads to one of the many VAM trainings offered across the state since last April. Additionally, only superintendents who fulfilled this requirement will have access to the soon-to-be-released 2013-2014 VAM Reports.

Although there are no more VAM trainings scheduled, the Oklahoma State Department of Education (OSDE) understands that there are extenuating circumstances for some of our districts who simply could not fulfill this requirement. As such, the TLE Office has created an alternative VAM training option for these districts. Alternative training allows district leads to view a series of six recorded VAM training modules, and then complete a participation test to determine whether the training was effective.

The six training modules as well as the Alternate VAM Training Test can be accessed at: <http://www.ok.gov/sde/documents/2014-05-02/vam-training-pak-presentation-assistance-kit-tle>

Value-Added Training and Implementation Survey-Winter 2015

Below you will find a link to a short survey about the Oklahoma Value-Added Model Pilot implementation for District-Level Value-Added Trainers and Administrators: <https://www.surveymonkey.com/s/SMVGRNW>.

The survey, which should take 5-10 minutes, is designed for you to provide feedback about how VAM training with staff is going so far and, most importantly, identify areas in which you need additional support in communicating with and/or training district and school staff. Results from the survey will be used to design a series of upcoming feedback and engagement sessions in Winter/Spring 2015, as well as identify resources that would be most beneficial to you as part of the important work you are doing to support educators.

All results are anonymous and will be used solely to drive improvements in the process overall. The survey will close on Friday, January 16th. Please contact Ginger DiFalco at Ginger.DiFalco@sde.ok.gov with questions.

TLE Questions of the Month

Continued from page 2

Do teachers of courses less than a full school year (e.g., a semester-long or quarter-long course) need to develop SLOs for each of their intervals?

OSDE does not require that teachers of semester- or quarter-long courses develop an SLO for each interval of instruction, just that teachers develop one SLO per year. Districts can determine their policies and time-lines for semester- or quarter-long courses.

Do elementary or other self-contained teachers need to develop an SLO for every subject they teach?

No. Self-contained teachers would be expected to develop an SLO only for one subject. Although district policy can be more directive, the SLOs that teachers write should reflect school-wide or district-wide goals.

Recommended Reading

Please visit the Oklahoma SLO/SOO Community of Practice website!

This is a place for Oklahoma educators to find resources on SLO/SOOs, acquire the materials needed to write SLOs/SOOS, and discuss SLO/SOO best practices with your colleagues.

Access the website here: <http://okslos.ning.com/>

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EFFECTIVENESS** | **TLE**
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Educators and researchers agree that **Teacher Effectiveness** is the single most important school-based factor in student academic achievement.