

Written below is a concise look into the creation and implementation of Oklahoma's new teacher/leader evaluation system which will be used to inform instruction, create professional development opportunities, and improve both the practice and art of teaching and leading.

TLE Overview

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Components

Per statute, the Oklahoma State Department of Education (OSDE) is working in conjunction with the TLE Commission and Working Groups of educators throughout the state to develop a robust professional growth tool known as the Teacher and Leader Effectiveness evaluation system (TLE). The system is both qualitative and quantitative in nature. Fifty percent of the system is comprised of the qualitative evaluation which includes formative observations and a summative evaluation using the Board-approved TLE models. The quantitative portion of the evaluation system is divided into two sections which include Other Academic Measures and Value Added/Student Growth data. Fifteen percent of the total evaluation score is based on Other Academic Measures while the remaining thirty-five percent of the total evaluation is calculated using a Value Added or Student Growth Model.

Training Opportunities

Qualitative Measures: Districts chose their preferred evaluation tools and were given funding from the OSDE to train the appropriate administrators throughout the summer months of 2012. Training for evaluators in the approved qualitative models is extensive and requires several days to complete. Training for teachers is likely to be more job-embedded with an intensive focus on dynamic, meaningful, and personalized professional development which is already built into the qualitative models. Some training on these elements has been provided for teachers by the OSDE. It should be noted, however, that the majority of training for teachers on the qualitative portion of the TLE should continue to take place at the district level by administrators.

Quantitative Measures: The Office of Educational Support will be providing training in the areas of Other Academic Measures and Value Added/Student Growth Models through a variety of media and face-to-face opportunities. Required training for completion of the quantitative components will be minimal, but an extensive array of optional technical assistance videos will be available for district administrators to use in providing training for teachers. All educators will receive updates as to when these training tools are available through OSDE's electronic newsletter, Educator Currents. An online link to training sessions will be provided which will also allow professional development/training to occur independently at any time of the day or night. Training modules may be anywhere from 5 minutes to 2 hours in length. The first in the series of video training will be launched in mid-January 2013.

TLE Newsletters: In 2013 educators will receive updates via the TLE electronic newsletter.

Videoconferences: The Office of Educational Support will be holding monthly videoconferences on specific TLE topics beginning January 9, 2013.

Professional Development/Training: Please contact the TLE Office regarding on-site training.

Vision 2020 Conference: The State Department of Education will provide a series of training sessions on all components of the TLE at the Vision 2020 Conference in the OKC Metro Area throughout the week of July 9-11, 2013.

Other Academic Measures (OAMs)

Other Academic Measures are additional alternative instruments ensuring a robust evaluation, capturing unique facets of both effective teaching and leadership, and reflecting student academic performance impacted by the teacher/leader. As proposed by the TLE Commission, the State Department of Education involved stakeholders in drafting Other Academic Measures which will comprise 15% of the total evaluation system. A Working Group of teachers, administrators, and other interested parties met over several weeks and drafted recommendations which were approved by both the TLE Commission and the State Board of Education in December of 2012. A list of approved OAMs will be provided to districts and will be posted online under the TLE section of the OSDE Web site.

Many of the policy and implementation strategies of OAMs will occur at the district level. Local school boards must adopt policies according to the guidelines prescribed in 70 O.S. § 6-101.10 and 101.16 and in accordance with State Board of Education adopted policies. Local boards also have jurisdiction to create relevant OAMs for their particular school district if there are not appropriate OAMs on the approved list, according to the policies adopted by the State Board of Education. The district-adopted Other Academic Measures must meet the definition adopted by the Oklahoma State Board of Education based on the recommendations of the TLE Commission. Because the results of many OAMs are not available until after evaluations must be completed for re-employment decisions, OAM results will be calculated as 15% of the teacher and leader evaluations during the year following their attainment. Additional guidance regarding the adopted policies will be provided to district administrators in early Spring 2013.

Examples of OAMs:

- Advanced Placement/International Baccalaureate Exams
- Star Reading/Star Math
- National, State, Area, or Regional Student Competitions
- IEP Goal Attainment
- BEAR/DIBELS/Literacy First
- Gallup Student Poll

Value Added/Student Growth Measures

“The term ‘value added’ refers to the contributions teachers and schools make to student achievement. Value added methods provide a way to measure this contribution (William L. Sanders, 2006).” As opposed to Academic Achievement, which shows a single student’s performance on a single assessment at a specific date and time, Value Added Models reflect student growth over time (longitudinally). Value Added/Student Growth Models are being adopted as part of teacher evaluation systems across the country because they take into account where each student *started* academically at the beginning of the year and then measure how much each student has *grown* academically throughout the year due to the impact of the teacher/school. These value added models measure the actual growth attained by a student relative to calculated anticipated growth. There are multiple value added models ranging from simplistic to complex. For an excellent explanation of the value added concept, click here [Value Added Explanation](#) (Wisconsin Center for Education Research at the School of Education, University of Wisconsin-Madison, 2008).

In the spring of 2013, the TLE Commission will engage in a deep discussion of Value Added/Student Growth Measures and recommendations will be made to the State Board of Education as soon as possible as to how this component of the TLE system will be implemented. Working Groups are also being established so teachers and administrators, including teachers of non-tested grades/subjects and teachers without a teaching assignment, are an integral part of developing the value added/student growth component for these unique situations. Recommendations will be presented to the TLE Commission for approval. Once approved, the recommendations will be presented to the State Board of Education for approval as well.

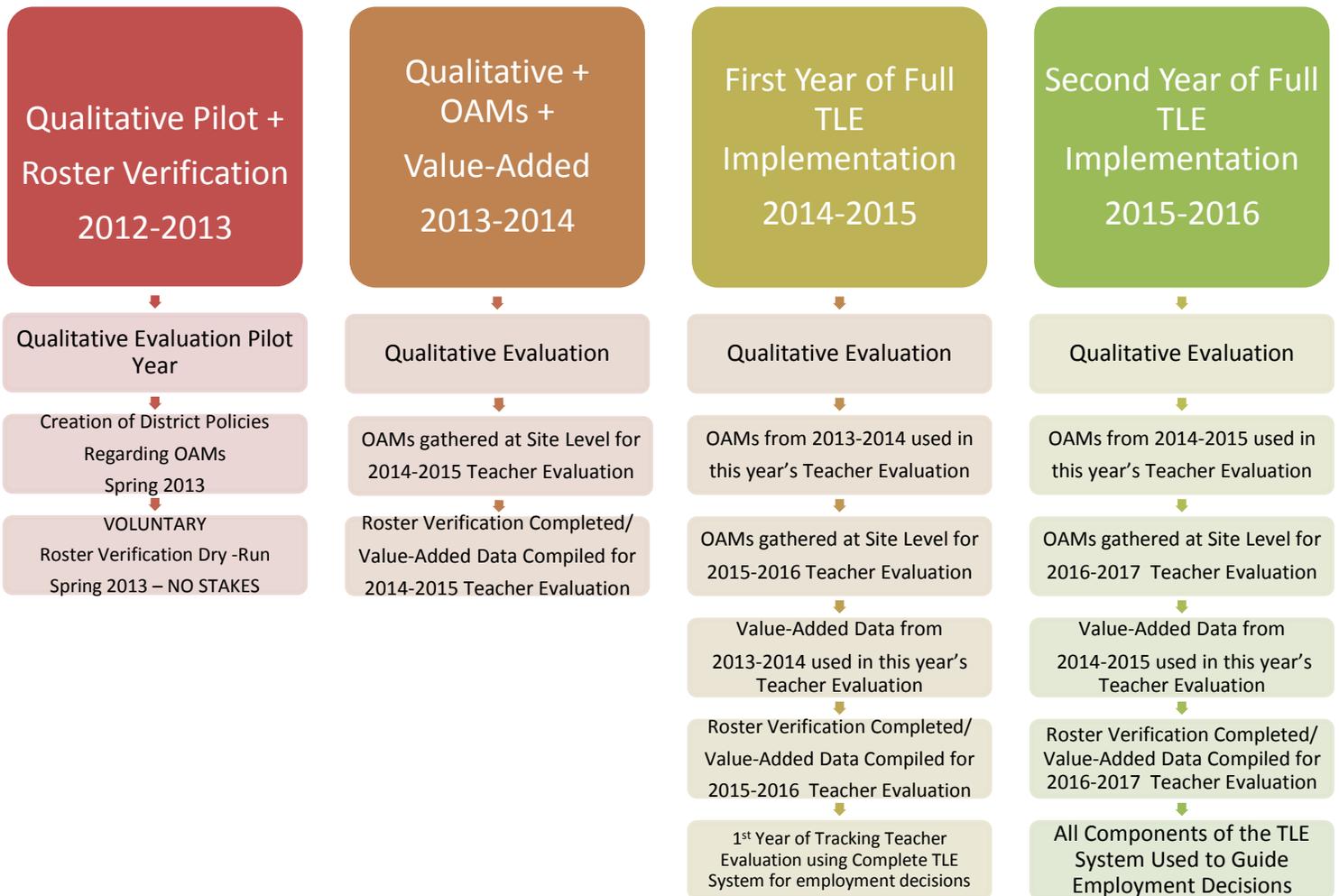
Transition to PARCC

Many educators have expressed concern that calculations of value added scores should not be implemented until the transition to the PARCC assessments has been made for reading and mathematics. This delay is not necessary because value added measures can be calculated by equating one set of assessment results with another set of assessment results. This can happen through a variety of methodologies, such as using Normal Curve Equivalent (NCE) scores. The NCE allows student performance to be standardized and placed on a curve where students are ranked in order of performance from low to high (William L. Sanders, 2006). The Normal Curve Equivalent allows growth and/or attrition to be calculated even when using different assessments since NCEs are a one-to-one mapping of percentile ranks. For example, if a student scored an NCE of 35 on the OCCT, but then scored an NCE of 39 on the PARCC assessment in the subsequent year, growth could be calculated because the NCE score indicates growth from the OCCT to the PARCC assessment. The TLE Commission will take thoughtful consideration of the up-and-coming assessment changes and will use measures such as the NCE within the chosen Value Added/Student Growth Model to level the playing field.

Implementation Timeline

Although statute is currently written that the complete TLE evaluation system be implemented by each district in the state during the 2013-2014 school year, the TLE Commission and the OSDE have heard the concerns of stakeholders and have requested for a one year delay on the implementation of the quantitative portion of the TLE system. A bill will be presented in Legislative Session which will call for the full implementation of the entire TLE system in school year 2014-2015. Although this delay will give districts more time to provide necessary professional development and training for all educators and community members, it should be noted that data must be gathered for the quantitative component of the TLE during the 2013-2014 school year. This data will be used to complete teacher/leader evaluations in the following year. There will always be a one-year lag between the time that data is created (through state testing, etc.) and the time data is available for use in the evaluation tool for the quantitative component. A complete proposed timeline is included on page 4 of this document.

Throughout the process of implementation, extensive communication and technical assistance to districts will be initiated by the OSDE TLE Office. It is the Agency's goal to assist administrators and teachers in understanding the value of the Teacher and Leader Effectiveness evaluation system as Oklahoma educators embrace a tool that will provide meaningful feedback and in-depth student data for the purpose of driving instructional practice and professional growth.



Works Cited

University of Wisconsin-Madison. (2008). *The Oak Tree Analogy*. Retrieved December 19, 2012, from [www.varc.wceruw.org](http://varc.wceruw.org): <http://varc.wceruw.org/tutorials/Oak/index.htm>

William L. Sanders. (2006, November). *SAS Comparisons Among Various Educational Assessment*. Retrieved December 19, 2012, from www.sas.com: <http://www.sas.com/resources/asset/vaconferencepaper.pdf>