

Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE)

DRAFT REPORT

To the Oklahoma State Legislature and Governor on the Recommendations of the TLE Commission and the Adoption of the TLE by the Oklahoma State Board of Education

OVERVIEW

Oklahoma state law (70 O.S. § 6-101.16) established the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE), a new evaluation system for teachers and leaders designed to encourage continuous professional growth leading toward improved student achievement for all Oklahoma students. The law requires that the new system be comprised of multiple measures of teacher and administrator effectiveness:

- 50% Qualitative Measures (observable characteristics of teacher and leader performance that are correlated to student achievement)
- 35% Quantitative Measures of Student Academic Growth (based on multiple years of standardized test data)
- 15% Quantitative Measures of Other Academic Factors

According to state law, all local board of education evaluation policies must align with the TLE by the 2013-2014 school year.

ADOPTION PROCESS

State law required the Oklahoma State Board of Education to adopt the TLE by December 15, 2011, and to receive advice from the TLE Commission as discussed later in this report.

By December 15, 2011, the State Board of Education shall adopt a new statewide system of evaluation to be known as the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE). (70 O.S. § 6-101.16A)

The Teacher and Leader Effectiveness Commission shall provide oversight and advise the State Board of Education on the development and implementation of the TLE. (70 O.S. § 6-101.16C)

COMPONENTS OF THE SYSTEM

The TLE shall include the following components:

1. *A five-tier rating system as follows:*
 - a. *superior,*
 - b. *highly effective,*
 - c. *effective,*
 - d. *needs improvement, and*
 - e. *ineffective;*
2. *Annual evaluations that provide feedback to improve student learning and outcomes;*
3. *Comprehensive remediation plans and instructional coaching for all teachers rated as needs improvement or ineffective;*
4. *Quantitative and qualitative assessment components measured as follows:*
 - a. *fifty percent (50%) of the ratings of teachers and leaders shall be based on quantitative components which shall be divided as follows:*
 - (1) *thirty-five percentage points based on student academic growth using multiple years of standardized test data, as available, and*
 - (2) *fifteen percentage points based on other academic measurements, and*

- b. fifty percent (50%) of the rating of teachers and leaders shall be based on rigorous and fair qualitative assessment components;*
- 5. An evidence-based qualitative assessment tool for the teacher qualitative portion of the TLE that will include observable and measurable characteristics of personnel and classroom practices that are correlated to student performance success, including, but not limited to:*
 - a. organizational and classroom management skills,*
 - b. ability to provide effective instruction,*
 - c. focus on continuous improvement and professional growth,*
 - d. interpersonal skills, and*
 - e. leadership skills;*
- 6. An evidence-based qualitative assessment tool for the leader qualitative portion of the TLE that will include observable and measurable characteristics of personnel and site management practices that are correlated to student performance success, including, but not limited to:*
 - a. organizational and school management, including retention and development of effective teachers and dismissal of ineffective teachers,*
 - b. instructional leadership,*
 - c. professional growth and responsibility,*
 - d. interpersonal skills,*
 - e. leadership skills, and*
 - f. stakeholder perceptions; and*
- 7. For those teachers in grades and subjects for which there is no state-mandated testing measure to create a quantitative assessment for the quantitative portion of the TLE, an assessment using objective measures of teacher effectiveness including student performance on unit or end-of-year tests. Emphasis shall be placed on the observed qualitative assessment as well as contribution to the overall school academic growth. (70 O.S. § 6-101.16B)*

TLE COMMISSION

The law established the TLE Commission to make recommendations about the design of the system and to oversee implementation of the system through June 30, 2016. The TLE Commission is comprised of various education and public sector stakeholders appointed by the Governor, President Pro Tempore of the Senate, and Speaker of the House, or as designated by statute.

The TLE Commission met eight times from June 29 through December 5, 2011, to study the various components of the TLE, to evaluate a variety of qualitative measurement tools (frameworks) and quantitative measurement tools, to make formal design and implementation recommendations to the State Board of Education, and to solicit public input on those recommendations.

Five design and implementation recommendations (Attachment A) were approved at the TLE Commission meeting on December 5, 2011, after receiving feedback from a wide representation of stakeholders, including teachers, administrators, students, parents, community members, and policymakers.

Details regarding the extensive study conducted by the TLE Commission as well as a summary of public comment received is provided in subsequent sections of this report and in the attachments. This report has been developed pursuant to state statute requiring an annual report of the TLE Commission.

The Commission shall issue a report by December 31 of each year and submit a copy of the report to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate. (70 O.S. § 6-101.17I)

TLE COMMISSION ANALYSIS OF QUALITATIVE MEASURES

The TLE Commission reviewed four teacher evaluation frameworks for the qualitative measure and four leader evaluation frameworks for the qualitative measure. These frameworks were:

Teacher Frameworks

- Danielson’s Framework for Teaching (Attachment C)
- Marzano’s Causal Teacher Evaluation Model (Attachment D)
- McREL’s Teacher Evaluation System
- Tulsa’s TLE Observation and Evaluation System (Attachment E)

Leader Frameworks

- Marzano’s Leadership Evaluation System
- McREL’s Principal Evaluation System (Attachment F)
- Reeves’s Leadership Performance Matrix (Attachment G)
- Vanderbilt’s Assessment for Leadership in Education

The TLE Commission preliminarily recommended six of these tools – three teacher frameworks and three leader frameworks – for consideration. Subsequently, one of the leadership frameworks was eliminated because it was still in production at the time of final recommendations.

The rubrics used to compare each framework to requirements of state statute and national best practices are available as Attachment B.

Recommendations #1c and #1f (Attachment A) indicate that the TLE Commission recommended Danielson’s Framework for Teaching, Marzano’s Causal Teacher Evaluation Model, Tulsa’s TLE Observation and Evaluation System, McREL’s Principal Evaluation System, and Reeves’s Leadership Performance Matrix for district selection.

TLE COMMISSION ANALYSIS OF QUANTITATIVE MEASURES

The Commission examined a variety of possible ways to evaluate student growth for teachers who teach grades or subject areas where student growth data exists. One option the Commission reviewed was a Simple Growth Model. This model compares student performance at the end of instruction to performance prior to instruction. The Commission also reviewed Value Added Models. While this option also measures student growth, it measures that growth against the student’s predicted growth level for the school year. This prediction is determined through a complex series of calculations that factor in such variables as attendance, mobility, past achievement, ELL status, and/or number of subject-specific courses in which the student is enrolled. The focus of the variables can be based either on the student’s prior achievement (Covariate Model), or on the student’s propensity to achieve along with the durability of the

teacher's effect on the expected growth (Learning Path Model). In essence, a Value Added Model determines what *value* the teacher *added* to the student's success.

The Commission determined that utilizing a Value Added Model would best reflect Oklahoma's need to take into account other student and school-level variables in order to have the most accurate evaluation system possible. Therefore, the Commission recommended adoption of a Value Added Model for teachers and leaders of buildings for which multiple years of standardized test data exist (Attachment A: #3a, #3b).

For teachers who teach in grades or subject areas in which no state-mandated testing exists, the quantitative component of the TLE shall involve an assessment using objective measures of teacher effectiveness including student performance on unit or end-of-year tests. The Commission has reviewed several ways to generate data for those grades and subjects where statewide student assessment data does not exist. These methods include developing additional state assessments, developing a list of content-specific appropriate measures of student achievement, using student growth data of "owned students" or all school-wide data, or using a combination of the above referenced methods.

The Commission recommended conducting further research on the most appropriate measure(s) of teacher effectiveness for those teachers in non-tested grades and subjects and to take into consideration the input of representatives of those teacher groups (Attachment A: #4).

In addition, the Commission reviewed options for the quantitative measures identified as "Other Academic Measures." The Commission recommended involving Oklahoma educators in development of a list of appropriate measures for teacher and supervisor selection based on findings from research regarding multiple measures of teacher effectiveness (Attachment A: #5).

TLE COMMISSION ANALYSIS OF IMPLEMENTATION PROCESSES

In order to facilitate implementation of the TLE statewide, the TLE Commission made several recommendations regarding selection of default frameworks and funding for training. The Commission recommended selecting a default framework for the teacher qualitative assessment and a default framework for the leader qualitative assessment (Attachment A: #1a, #1d). The Commission selected their recommended default frameworks after much debate and consideration of the frameworks.

Despite the public comments found in Attachment H, which indicate that the majority of responders favored Marzano's Causal Teacher Evaluation Model, in a split vote, the TLE Commission recommended Tulsa's TLE Observation and Evaluation System as the default teacher qualitative assessment tool (Attachment A: #1b). Also in a split vote, the Commission recommended McREL's Principal Evaluation System as the default leader qualitative assessment tool (Attachment A: #1e).

In addition, the TLE Commission made recommendations to reserve a portion of the available state funds designated for training and implementation for the frameworks not selected as the default (Attachment A: #1c, #1f).

Lastly, the TLE Commission recommended that any modifications made to the default framework or other approved frameworks must be approved by the Oklahoma State board of Education (Attachment A: #2).

STATE BOARD OF EDUCATION

The following information is DRAFT and is contingent upon State Board of Education approval. The State Board of Education may choose to reject, accept, or modify any of the recommendations made by the TLE Commission. The following text was DRAFTED as if the State Board of Education had already accepted all of the recommendations of the TLE Commission. Should the State Board of Education reject or make any modifications to the recommendations during their December 15, 2011, regularly scheduled meeting, the following information may change.

The Oklahoma State Board of Education has adopted the following system:

Qualitative Measures (50% of Total TLE)

Teacher

- For the teacher qualitative assessment, the Oklahoma State Board of Education (OSBE) has approved three frameworks from which districts may choose:
 - Danielson’s Framework for Teaching,
 - Marzano’s Causal Teacher Evaluation Model, and
 - Tulsa’s TLE Observation and Evaluation System.
- For the teacher qualitative assessment, the OSBE has approved Tulsa’s TLE Observation and Evaluation System framework to become the default statewide framework (pending release of copyright permissions and any necessary adjustments to ensure applicability in schools across the state, including rural, suburban, and urban districts).
- The Oklahoma State Department of Education (OSDE) will reserve 25% of available state funds designated for training and implementation of the teacher qualitative assessment of the TLE for Danielson’s Framework for Teaching and Marzano’s Causal Teacher Evaluation Model qualitative frameworks.
- The OSDE will use the remaining available state funds designated for training and implementation of the teacher qualitative assessment of the TLE to support the Tulsa’s TLE Observation and Evaluation System framework (following any necessary adjustments to ensure applicability in schools across the state, including rural, suburban, and urban districts).

Leader

- For the leader qualitative assessment, the OSBE has approved two frameworks from which districts may choose:
 - McREL’s Principal Evaluation System (pending correlation to statutory criteria), and
 - Reeves’s Leadership Performance Matrix (pending correlation to statutory criteria).

- For the leader qualitative assessment, the OSBE has approved McREL’s Principal Evaluation System framework to become the default statewide framework (pending licensing agreements and correlation to statutory criteria).
- The OSDE will reserve a portion of available state funds designated for training and implementation of the leader qualitative assessment of the TLE for Reeve’s Leadership Performance Matrix framework.
- The OSDE will use the remaining available state funds designated for training and implementation of the leader qualitative assessment of the TLE to support McREL’s Principal Evaluation System framework.

Teacher and Leader

- Any modifications to the default frameworks 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.

Quantitative Measures of Student Academic Growth (35% of Total TLE)

- The OSDE will use 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.
- The OSDE will use 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 Value Added Score, the OSDE will conduct 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. This information will be shared with the TLE Commission and the OSBE for further recommendations and decisions.

Quantitative Measures of Other Academic Factors (15% of Total TLE)

- In regards to the fifteen percentage points based on other academic measures, the OSDE will conduct 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. This information will be shared with the TLE Commission and the OSBE for further recommendations and decisions.

Implementation and Pilot Year

The State Board of Education has established the 2012-2013 school year as a pilot year for implementation of the qualitative frameworks. The steps necessary to complete this pilot and further implementation are available as Attachment I.