

TLE Commission Recommendations Regarding Other Academic Measures October 17, 2012 and December 11, 2012

Recommendation #6a

Other Academic Measures are additional alternative instruments ensuring a robust teacher evaluation, capturing unique facets of effective teaching, and reflecting student academic performance impacted by the teacher.

Recommendation #6b

Other Academic Measures are additional alternative instruments ensuring a robust leader evaluation, capturing unique facets of effective leadership, and reflecting student academic performance impacted by the leader.

Recommendation #7a

The TLE Commission recommends that the teacher make the annual selection of the Other Academic Measure from a list approved by the Oklahoma State Board of Education that has also been approved by the local board of education so that each teacher has at least two options that are grade level appropriate.

Recommendation #7b

The TLE Commission recommends that the leader make the annual selection of the Other Academic Measure from a list approved by the Oklahoma State Board of Education that has also been approved by the local board of education so that each leader has at least two options that are grade level appropriate.

Recommendation #8

Approve the Other Academic Measures List (attached).

Recommendation #9

District OAM policies must:

1. Follow the guidelines adopted by the Oklahoma State Board of Education based on recommendations of the TLE Commission.
2. Only allow for use of OAMs that meet the definition adopted by the Oklahoma State Board of Education based on recommendations of the TLE Commission.
3. Require teachers and leaders to select an OAM that is relevant to the job duties of those educators and can provide actionable feedback.

4. If there are at least two options of OAMs listed on the Approved Other Academic Measures List that are relevant to the job duties of a teacher or leader, that educator must select one of the options on the list. If there are not at least two options of OAMs listed on the Approved Other Academic Measures List that are relevant to the job duties of a teacher or leader, the local school board must provide at least two relevant options that meet the definition of Other Academic Measure adopted by the Oklahoma State Board of Education.
5. Create an OAM evaluation rating for each teacher and each leader on a 5-point scale, where 5 is Superior, 4 is Highly Effective, 3 is Effective, 2 is Needs Improvement, and 1 is Ineffective.

Recommendation #10

The following suggestions are provided to give guidance to districts in the establishment of policies related to OAMs:

1. Districts may consult with a consortium of districts (such as their local REAC³H Network) or regional committees to provide consistency from district to district on the development and implementation of local OAM policies.
2. District OAM evaluation policies should consider the following:
 - a. Determining timelines and processes for selection of OAMs, end of year scoring of OAMs, and inclusion of OAM results into the final evaluation score. (Recommended procedures for this component are provided as Recommendation #11. Some of the language used throughout this section is based on the recommended procedures and may not be relevant to all district OAM policies.)
 - b. Offering as many OAM choices as possible to teachers and leaders, ensuring that no fewer than two appropriate options are available for each teacher or leader. (For teachers and leaders of multiple subjects and/or multiple grade levels, a total of at least two OAM options must be available. It is not the intent of the TLE Commission that teachers and leaders have at least two options available for *each* subject and/or grade level taught. Nor is it the intent of the TLE Commission that teachers and leaders of multiple subjects and/or multiple grades would be *required* to select an OAM for each subject or grade taught.)
 - c. Determining whether a teacher or leader may select more than one OAM. If a district policy allows for more than one OAM, the policy will also need to include how the multiple measures will result in an OAM evaluation rating of 1-5. It is suggested that no more than two OAMs be chosen in a given year by a teacher or leader, and that if two are chosen that the scores attained be averaged together.

- d. Allowing those teachers who receive an individual Value Added Model (VAM) score because they teach in a grade and subject that has state tests used for calculating individual VAM scores to substitute their VAM score (on a 5-point scale) for the OAM if they choose.
- e. Establishing a process for teachers and leaders to collaboratively develop SMART goals and 5-point rating scales with peers.
- f. Establishing a mediation process in the cases where teachers or leaders and their respective evaluators cannot agree on a SMART goal or 5-point rating scale.
- g. Providing processes for teachers or leaders who encounter extenuating circumstances (such as extended illness, acceptance of a student teacher, natural disaster, flu epidemic, or those situations that materially impact the achievement of the teacher or leader's students) after initial agreement of SMART goals and 5-point rating scales. This process might include development of a high quality reflective analysis of their student performance and factors that contributed to the teacher or leader's inability to reach expected targets.

Recommendation #11

Recommended Procedures for Evaluation Processes Discussed in Recommendation #9, Section 2.a

1. During the first nine weeks of school, each teacher and each leader shall do each of the following:
 - a. Determine an academic area of focus for the teacher or leader's students that will guide the OAM for the teacher or leader.
 - b. Administer a pre-assessment or locate data that can be used as a pre-assessment of the academic area of focus.
 - c. Select an OAM that will be used to measure the performance of the academic area of focus at the end of the year (or after instruction for the academic area of focus is complete). See "Approved Other Academic Measures List."
 - d. Establish a SMART goal for the academic area of focus as measured by the OAM. SMART goals are Specific, Measurable, Attainable and Ambitious, Results-driven, and Time-bound. SMART goals should be established based on pre-assessment data.
 - e. Establish a 5-point rating scale for the SMART goal, where 5 is Superior, 4 is Highly Effective, 3 is Effective, 2 is Needs Improvement, and 1 is Ineffective.

- f. By way of signature, receive agreement from the evaluator on the SMART goal and 5-point rating scale. Additional consultation may be necessary in order to reach agreement.
2. At the end of the school year (or after instruction for the academic area of focus is complete), all teachers and leaders shall consult with their respective evaluators to determine if the SMART goal was reached and what score will be assigned based on the previously agreed upon 5-point rating scale for the OAM. Documentation of student performance should be provided.
3. Because the results of many OAMs are unavailable until after evaluations must be completed for re-employment decisions, OAM results will be calculated as 15% of teacher and leader evaluations during the year following their attainment.

Examples of Terms and Processes Described in Section 1.a through 1.f

- a. Examples of “academic areas of focus” include but are not limited to:
 - Mathematical problem solving skills.
 - Reading on grade level.
 - Reading sight-music fluently.
 - Understanding verb conjugation in world languages.
- b. Examples of “pre-assessments of the academic area of focus” include but are not limited to:
 - Fourth grade state math test scores of current fifth grade students
 - Student results from reading screener administered in the first weeks of school
 - Beginning of year benchmark (baseline) assessments
 - Selections from “Approved Other Academic Measures List”
- c. Examples of “Other Academic Measures” are provided in “Approved Other Academic Measures List.”
- d. Examples of “SMART goals for the academic area of focus” include but are not limited to:
 - All students below proficient on the state math test will improve scores by one performance level, and all students scoring proficient or advanced will remain above proficient or improve by one performance level.
 - 95% of students will reach grade level on the state reading test.
 - Scores of a 3, 4, or 5 on the U.S. History Advanced Placement exam will increase by 20%.
 - Students will earn the highest score possible on site-reading at contest from at least one judge.

- e. Examples of “5-point rating scales for the SMART goals” include but are not limited to:
- SMART goal: 95% of students will reach grade level on the state reading test, as measured by Proficient and Advanced scores.
 - 5 – 100% of students score Proficient or Advanced
 - 4 – 95% of students score Proficient or Advanced
 - 3 – 90% of students score Proficient or Advanced
 - 2 – 75% of students score Proficient or Advanced
 - 1 – less than 75% of students score Proficient or Advanced
 - SMART goal: 15% more students will pass the _____ (off the shelf assessment) for eighth grade this year than passed the same assessment for seventh grade last year.
 - 5 – 20% increase in passing rate
 - 4 – 15% increase in passing rate
 - 3 – 10% increase in passing rate
 - 2 – 5% increase in passing rate
 - 1 – less than 5% increase in passing rate