



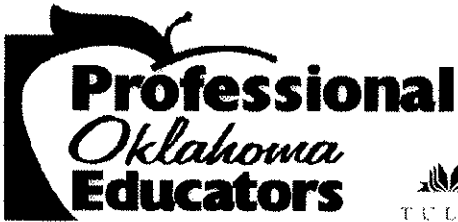
TEACHER LEADER EFFECTIVENESS TRAININGS

TULSA MODEL TRAINING

DATE: TUESDAY, SEPTEMBER 11, 2012
TIME: 8:30 A.M. - 3:30 P.M.
LUNCH: 11:30 A.M. - 12:30 P.M.
LOCATION: SOUTH LOBBY, MABEE CENTER

MARZANO TRAINING

DATE: FRIDAY, SEPTEMBER 21, 2012
TIME: 8:30 A.M. - 3:20 P.M.
LUNCH: 11:30 A.M. - 3:30 P.M.
LOCATION: SOUTH LOBBY, MABEE CENTER



**Professional
Oklahoma
Educators**

The Tulsa Model
TLE Observation and Evaluation System / Process

Statutory Requirements

Teacher Qualitative Characteristics

- Organizational and classroom management skills
- Ability to provide effective instruction
- Focus on continuous improvement and professional growth
- Interpersonal skills
- Leadership skills

70 S.O. § 6-101.16 (SB 2033)

4



Statutory Requirements

TLE has a five (5) tier rating system:

- Ineffective
- Needs Improvement
- Effective
- Highly Effective
- Superior

70 S.O. § 6-101.16 (SB 2033)

2



Statutory Requirements

Comprehensive remediation plan / instructional coaching are required for teachers rated ineffective or needs improvement.

Reduction in Force policies will use teacher effectiveness as the primary basis for releasing teachers.

5



Statutory Requirements – Total Ranking

Teacher ranking shall be based on:

50% - Quantitative Assessment*

- 35% - multiple years of standardized test data (as available)
- 15% - "other academic measurements"

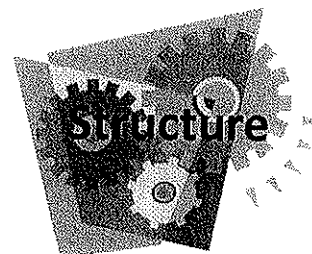
50% - Qualitative Assessment

*No final decision on 50% quantitative measures as of yet.

3



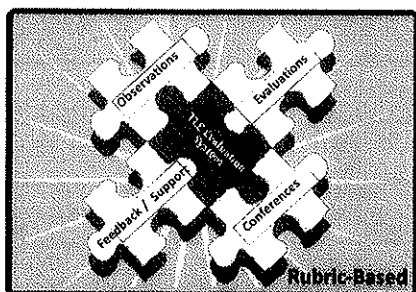
Switching Gears



6



Tulsa Model Evaluation System



7

TULSA
PUBLIC SCHOOLS

Tulsa Model Evaluation System Description (cont.)



Evaluation Form

Web-based or paper-based. Districts' choice.



Conferences

Follow **every** observation and evaluation.



Customized Feedback and Support

Focusing the most intensive supports for 1 ("Ineffective") and 2 ("Needs Improvement").

10

TULSA
PUBLIC SCHOOLS

Tulsa Model Evaluation System Description



Rubric

Provides the narrative definitions of professional proficiency (effectiveness) for all 5 rankings. A matrix structure provides clarity and specificity for the 20 indicators that impact student performance.

1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior
NOT in Evidence	>>>	>>>	>>>	Efficacy in Effectiveness Achieved

8

TULSA
PUBLIC SCHOOLS

Tulsa Model System - Structure

Teachers

- Classroom Management
- Instructional Effectiveness
- Professional Growth & Continuous Improvement
- Interpersonal Skills
- Leadership

TAKEN FROM SB 2033 EFFECTIVENESS MEASURES

11

TULSA
PUBLIC SCHOOLS

Tulsa Model Evaluation System Description



Observation+ Process

The Observation scores reflect the Evaluator's intentional study of the teacher's classroom performance **plus** an assessment of other factors specified in the Rubric up to a given point in time.

Observations and the Observation Form serve as the precursors (foundations) to the Evaluation.

Is guided by the rubric.

- A minimum of two (2) observations are required before every evaluation.

9

TULSA
PUBLIC SCHOOLS

TLE Evaluation System – Indicators, etc.

Teachers

(20 Indicators within 5 Domains, and Domains have assigned weights)

- Classroom Management (6) @ 30%
- Instructional Effectiveness (10) @ 50%
- Professional Growth & Continuous Improvement (2) @ 10%
- Interpersonal Skills (1) @ 5%
- Leadership (1) @ 5%

DEFINING AND ADDING SPECIFICITY TO SB 2033 EFFECTIVENESS MEASURES

12

TULSA
PUBLIC SCHOOLS

The Tulsa Model RUBRIC... hands-on

Establishing a Common Language...

"Domains" are the Performance Measures taken from SB 2033.

"Dimensions" are the TITLES of the specific components that establish the parameters of the Domain, e.g., the branches off the main trunk of a tree.

"Indicators" are those observable and measurable characteristics and practices that are correlated to student performance success.

13



A Teacher Rubric in Detail

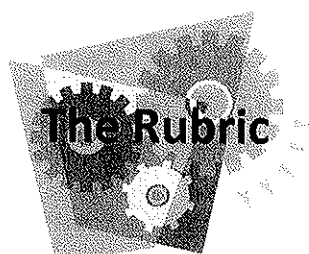
Like a dictionary, the rubric's descriptions provide **definitional clarity** as to each level of effectiveness.

Domain: Classroom Management		Domain: Instructional Preparation	
Teacher plans for delivery of the lesson relative to short-term and long-term objectives.		Teacher plans for delivery of the lesson relative to short-term and long-term objectives.	
Indicator 1: Classroom Management	Indicator 2: Classroom Management	Indicator 1: Instructional Preparation	Indicator 2: Instructional Preparation
Does not plan for delivery of the lesson relative to short-term and long-term objectives.	Does not plan for delivery of the lesson relative to short-term and long-term objectives.	Does not plan for delivery of the lesson relative to short-term and long-term objectives.	Does not plan for delivery of the lesson relative to short-term and long-term objectives.
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16



Switching Gears



14



There is Only ONE Interpretation

CLASSROOM MANAGEMENT / Discipline

Indicator 2: The Teacher clearly defines expected student behavior.

4 – Highly Effective – 4

- Standards of conduct have been established and posted with consistent peer-based implementation.
- Students are engaged and clear about the expectations of the classroom with no need for reminders.
- Monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities, lunch time, recess, assemblies, etc.
- Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student.

17



Teacher Rubric

TULSA TEACHER OBSERVATION AND EVALUATION RUBRIC TEACHERS 2012-2013		
Domain/Indicator Weight	Dimensions	Score
Classroom Management 40%	1. Preparation	3
	2. Discipline	2
	3. Building/Using Classroom Management	4
	4. Lesson Plan	5
	5. Assessment Practices	5
Instructional Effectiveness 60%	6. Student Behavior	5
	7. Safety	8
	8. Content/Quality of Instruction	7
	9. Instructional Strategies	8
	10. Evaluation/Assessment	9
	11. Instructional Materials	10
	12. Professionalism	11

THE FOUNDATION FOR DEFINING EFFECTIVENESS

15



Determining an Indicator's Rating

Each Indicator often has several definitional narratives for each level of proficiency. However, Evaluators **must enter only one (1) score as to each Indicator** (1, 2, 3, 4, 5, NO, NA). Use the "BEST FIT."

Each Indicator often has several definitional narratives for each level of proficiency. However, Evaluators must enter only one (1) score as to each Indicator (1, 2, 3, 4, 5, NO, NA). Use the "BEST FIT."

18



Switching Gears



19



Rubric Converted to Observation Form

Observation Form **retains the Effectiveness Level of 3**, but uses (-) if less than effective or (+) if exceeds effectiveness.

Domain: Classroom Management		Domain: Instructional Management		Domain: Professionalism	
Teacher plans for delivery of the lesson relative to short-term and long-term objectives.					
Observation	Effectiveness	Observation	Effectiveness	Observation	Effectiveness
Does not plan for instructional strategies that meet needs of all students.	3	Plans for instructional strategies that meet needs of all students.	3	Plans for instructional strategies that meet needs of all students.	3
Plans for instructional strategies that meet needs of all students.	3	Plans for instructional strategies that meet needs of all students.	3	Plans for instructional strategies that meet needs of all students.	3
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22



Tulsa Model Evaluation System Description



Observation+ Process

The Observation scores reflect the principal's intentional study of the teacher's classroom performance **plus** an assessment of all inclusive factors specified in the Rubric up to a given point in time.

Observations and the Observation Form are the foundations to the Evaluation.

Is guided by the rubric.

- A minimum of two (2) observations are required before every evaluation.

20



Teacher Observation Form

Domain: Classroom Management	Domain: Instructional Management	Domain: Professionalism
Teacher plans for delivery of the lesson relative to short-term and long-term objectives.	Teacher plans for delivery of the lesson relative to short-term and long-term objectives.	Teacher plans for delivery of the lesson relative to short-term and long-term objectives.
Observation	Observation	Observation
Effectiveness	Effectiveness	Effectiveness
3	3	3

Flexible Structure

Teacher Observation Form

TULSA TLE Observation Form Teachers 2013-2014		
Observation Weight	Item	Weight
Classroom Management 30%	1. Preparation	2
	2. Discipline	2
	3. Building-Wide Climate Responsibility	3
	4. Lesson Plans	4
	5. Assessment Practices	5
	6. Student Relations	6
Instructional Effectiveness 60%	7. Use of Time	6
	8. Classroom/Classroom Management	7
	9. Instructional Strategies	8
	10. Content Knowledge	9

THE TOOL TO OPERATIONALIZE THE RUBRIC

21

Switching Gears



24



Teacher Evaluation Form

Form 1000-10-12 (Rev. 10/12)

Classroom Management

Indicator 1: Establishes a safe and orderly classroom environment that promotes learning and growth.

Indicator 2: Establishes a positive classroom culture that promotes learning and growth.

Indicator 3: Establishes a positive classroom culture that promotes learning and growth.

Indicator 4: Establishes a positive classroom culture that promotes learning and growth.

Indicator 5: Establishes a positive classroom culture that promotes learning and growth.

Indicator 6: Establishes a positive classroom culture that promotes learning and growth.

Instructional Effectiveness

Indicator 1: Establishes a safe and orderly classroom environment that promotes learning and growth.

Indicator 2: Establishes a positive classroom culture that promotes learning and growth.

Indicator 3: Establishes a positive classroom culture that promotes learning and growth.

Indicator 4: Establishes a positive classroom culture that promotes learning and growth.

Indicator 5: Establishes a positive classroom culture that promotes learning and growth.

Indicator 6: Establishes a positive classroom culture that promotes learning and growth.

25

Domain	Average Domain	Weight by %
Classroom Management	2.33	30%
Instructional Effectiveness	3.20	50%
Prof Growth / Cont. Impro.	2.50	10%
Interpersonal Skills	4.00	5%
Leadership	2.00	5%

The single number that "potentially is high stakes" is the Composite Weighted Average and it is arrived at via an Excel formula. In the above hypothetical case it would be:

$$= ((2.33*30)+(3.20*50)+(2.50*10)+(4.00*5)+(2.00*5))/100$$

28

Teacher Evaluation Form

Form 1000-10-12 (Rev. 10/12)

Professional Growth and Continuous Improvement

Indicator 1: Establishes a safe and orderly classroom environment that promotes learning and growth.

Indicator 2: Establishes a positive classroom culture that promotes learning and growth.

Indicator 3: Establishes a positive classroom culture that promotes learning and growth.

Indicator 4: Establishes a positive classroom culture that promotes learning and growth.

Indicator 5: Establishes a positive classroom culture that promotes learning and growth.

Indicator 6: Establishes a positive classroom culture that promotes learning and growth.

Interpersonal Skills

Indicator 1: Establishes a safe and orderly classroom environment that promotes learning and growth.

Indicator 2: Establishes a positive classroom culture that promotes learning and growth.

Indicator 3: Establishes a positive classroom culture that promotes learning and growth.

Indicator 4: Establishes a positive classroom culture that promotes learning and growth.

Indicator 5: Establishes a positive classroom culture that promotes learning and growth.

Indicator 6: Establishes a positive classroom culture that promotes learning and growth.

Leadership

Indicator 1: Establishes a safe and orderly classroom environment that promotes learning and growth.

Indicator 2: Establishes a positive classroom culture that promotes learning and growth.

Indicator 3: Establishes a positive classroom culture that promotes learning and growth.

Indicator 4: Establishes a positive classroom culture that promotes learning and growth.

Indicator 5: Establishes a positive classroom culture that promotes learning and growth.

Indicator 6: Establishes a positive classroom culture that promotes learning and growth.

26

The Composite Weighted Average (CWA) would be **2.89**.

Next the **Ranges** determine the Rating Classification:

Less than 1.8 = Ineffective

Equal to or greater than 1.8, but less than 2.8 = Needs Improvement

Equal to or greater than 2.8, but less than 3.8 = Effective

Equal to or greater than 3.8, but less than 4.8 = Highly Effective

Equal to or greater than 4.8 = Superior

In the above hypothetical, the CWA is 2.89; therefore, the Teacher is **EFFECTIVE**. However, if any indicator reflects a 1 or a 2, then a PDP must be written.

29

Domain: Classroom Management	Rating	Domain Average
Indicator 1 narrative sentence	3	2.33
Indicator 2 narrative sentence	2	
Indicator 3 narrative sentence	1	
Indicator 4 narrative sentence	4	
Indicator 5 narrative sentence	2	
Indicator 6 narrative sentence	2	

27

Requirements of the Evaluation Form

- Any ranking of 1 or 2 on any component (an individual Indicator) of this Evaluation requires a **Personal Development Plan (PDP)**, following the prescribed format and conferencing on same.
- Any ranking of 4 or 5 on any component (an individual Indicator) requires "summary" narrative comments under Evaluator Comments on the Evaluation Form.

30

Observation / Evaluation Process Fidelity

If an Evaluator **BEGINS** the process, then that **SAME** Evaluator conducts all steps along the way including the summative Evaluation.

There is **no hand-off** between Observations or between the Observations and the Evaluation.

If that occurs the entire process must begin again.



31



The Conference Process

Observations shall **NOT** be conducted on the day immediately following any extended break in the instructional calendar (whether scheduled or unexpected).



34



Switching Gears



32



Artifact File or Portfolio

On a voluntary basis, an Educator may wish to provide **additional evidence of effectiveness** in the form of a portfolio or artifact file / binder for purposes of **INFORMING** the Evaluator of additional involvements, contributions and activities in support of improving student performance and achievement.

(Examples are on page 19 of Handbook.)

35



The Conference Process

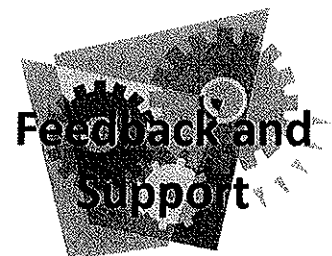
- Observation Conference must be held within five (5) Instructional Days of the Observation.
- A copy of the Conference Form is given to the Teacher during the session with a full and complete review of all salient points. Signatures / Initials and date are inserted.
- There must be at least 10 Instructional Days between an Observation and the last Observation Conference.



33



Switching Gears



36



Customized Feedback and Supports for Teacher Improvement

1. "Push Pins" (less formal, yet documented) approaches to remedy area(s) of ineffectiveness or needing improvement
2. Personal Development Plans (PDPs)

37



Feedback and Support - PDPs

A Personal Development Plan...

- **MAY** be created based upon any **Observation** that results in a 1 – Ineffective or 2 – Needs Improvement determination
- **MUST** be created based upon an **Evaluation** that results in a 1 – Ineffective or 2 – Needs Improvement ranking
- **OR**, could be generated as a **Stand-Alone** document that illustrates behavior(s) at Levels 1 or 2

40



Feedback / Support – Push Pin Approach

"Push Pins" (less formal, yet documented) approaches to remedy area(s) of ineffectiveness or needing improvement.

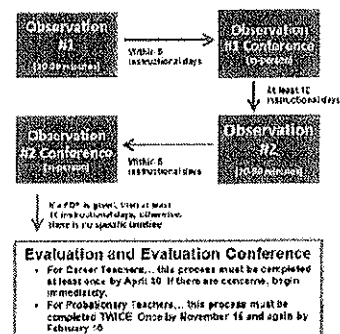
Approaches could include:

- In passing, a brief conversation in hallway, classroom, etc.
- Requested brief conversation in office.
- Written note in mailbox.
- Email to staff member.

38



Tulsa Model Flowchart



41



Feedback and Support - PDPs

A Personal Development Plan...

1. Cites / Summarizes the situation and/or Observation / Evaluation details (referencing Indicator(s))
2. Provides a List of Expectations
3. Provides an Action Plan using a SMART format (specific, measurable, attainable, resources attached, timeline included)
4. Provides a Follow-Up Progress Reporting (within a maximum of a two month window)

NOTE: ALL PDPs require a CONFERENCE.

39



Switching Gears



42



Beginning 7/1/12, to attain **career teacher** status:

Complete 4 consecutive complete school years in 1 district under temp or continuing contract **AND**
Average a TLE rating of effective for 4 yr period
OR

Complete 3 consecutive complete school years in 1 district under temp or continuing contract **AND**
Achieve TLE rating of superior 2 of the 3 SY.

43



Beginning 7/1/12:

Probationary Teacher shall be recommended for non-reemployment or dismissal if:

- Received an ineffective TLE rating for 2 consecutive school yrs; **OR**
- Fail to attain career teacher status within 4 year period.

46



Beginning 7/1/12:

Probationary Teacher: any teacher who has not achieved career status.

44



Questions?

47



Beginning 7/1/12:

Career Teacher shall be recommended for non-reemployment or dismissal if:

- Received an ineffective TLE rating for 2 consecutive school yrs;
- Received needs improvement TLE rating for 3 consecutive school yrs; **OR**
- Did not average effective TLE rating over 5 yr period.

45



For more information:

Craig Crimmins
POE Professional Development Director
405-321-3175



TPS Office of Teacher and Leader
Effectiveness 918-746-6800

Tulsa Framework: <http://sde.state.ok.us>; left column: Teacher and Leader Effectiveness; Scroll to Frameworks; Tulsa Framework

Tulsa Model via Portal: <http://tulsaschools.org>; left column: Teacher and Leader Effectiveness Portal; Scroll to tabs of Interest

48

