



T U L S A

PUBLIC SCHOOLS

TLE Observation & Evaluation Handbook for Evaluators using the Tulsa Model

Pilot Specific to Tulsa Public Schools

A reference and process guide for the Teacher and Leader Effectiveness (TLE) evaluation, support system and processes for teachers—developed collaboratively by Oklahoma teachers and administrators within the Tulsa Public Schools.

TLE Observation and Evaluation Handbook for Tulsa Model Evaluators

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Introduction

In 2010, Tulsa Public Schools embarked on a new teacher and leader effectiveness initiative in support of its mission of "Excellence and High Expectations with a Commitment to All." At the heart of this mission is our core goal of raising student achievement. We recognize that in a high-performing school system, there must be an emphasis on continuous improvement and shared accountability for student achievement. Instructional practices grow and student achievement levels rise in an organization that values performance feedback, analysis and refinement.

Student achievement requires an effective teacher and leader at every site. Our TLE Observation and Evaluation System is designed to help measure and support teacher effectiveness. It is based upon current research and best practices— with authorship and input from Oklahoma's teachers and administrators.

We have continued to evaluate and improve the system since it was piloted in the spring of 2010. The value of the system's framework and processes depend upon the lessons we learn from teachers and evaluators implementing the processes as well as rigorous, independent research. As such, we welcome your frank and thoughtful input about its effectiveness. We read and listen gratefully to your comments and are actively seeking opportunities to test the usefulness and efficacy of the system's observation and evaluation practices. Together we can optimize the effectiveness of the Tulsa Model's TLE Observation and Evaluation System and its ability to positively impact student achievement across Oklahoma.

Purpose of the Handbook

The handbook, the TLE teacher rubric, the observation and evaluation forms, the Growth and Reflection Form and the PDP form comprise the primary documents of the TLE observation and evaluation process.

Additionally, the handbook provides guidance for the non-evaluative professional learning focus plan process for teachers and school leaders, as referenced in § 7.

1. The Background

1.1 A Research- Based, Collaboratively Designed Process

In consultation with national experts in teacher and leader effectiveness, Oklahoma teachers and administrators have developed this research-based, independently validated evaluation process. A critical accomplishment of their effort is the teacher rubric that provides detailed descriptions of different proficiency levels and identifies the knowledge, skills and practices correlated with growth in student achievement. The rubric was designed in collaboration with the Tulsa Classroom Teachers' Association (TCTA) using current research and knowledge of the best practices underpinning professional competencies.¹

1.2 Feedback- Driven Improvements

As a result of survey and stakeholder forum feedback from teachers and leaders, the observation and evaluation forms of the TLE system were substantially simplified and improved in the summer of 2011 and the spring of 2012. In late January 2012, the District received the results of the validation study conducted by Empirical Education, one of the research organizations implementing the MET Validation Engine Pilot in cooperation with the Bill and Melinda Gates Foundation. The District also received validation results from the University of Wisconsin. The findings of the MET Validation Engine study and the validation study from the University of Wisconsin were positive and confirmed, once again, that the Tulsa model measures what matters—it captures practices that are empirically associated with gains in student achievement. Specifically, the studies revealed that every indicator included within the Tulsa model that a principal uses when observing a classroom performance is positively correlated with growth in student achievement as measured by state assessments. The results of that validation study as well as a similar analysis conducted by the University of Wisconsin (with similar results) are detailed in the research brief submitted to the State Department of Education on March 7, 2012. As noted in the introduction, we will continue to solicit and respond to user input in order to continuously improve the system for purposes of improving student achievement.

1.3 Training

The TLE system processes require a series of on-going, informative and responsive training opportunities for learning, improvement and growth. The primary vehicles for this development are facilitated learning circles as well as professional learning community work. The learning circles will be tailored to the needs of the participants and will emphasize processes, effective practices and technology tools, allowing for re-training where needs arise. An intensive focus of training is to support and ensure evaluators' inter-rater reliability and accuracy.

¹ Kathleen Cotton, Northwest Regional Educational Lab (2000). "The Schooling Practices that Matter Most." ASCD. See also, Eric S., Tyler, John H., and Wooten, Amy L. (2011). "Identifying Effective Classroom Practices using Student Achievement Data," *The Journal of Human Resources*, 46:3. See also Kane, Taylor, Tyler, and Wooten. (2010). "Identifying Effective Classroom Practices Using Student Achievement Data," National Bureau of Economic Research Working Paper 15803. Kane, Taylor, Tyler, and Wooten. "Evaluating Teacher Effectiveness," *Education Next*. www.educationnext.org/evaluating-teacher-effectiveness. Summer 2010.

2. Introduction to Rubrics and Performance Rankings

2.1 Overview of Domains, Dimensions and Indicators

The TLE Observation and Evaluation System is an evidence-based process of teacher evaluation, feedback and support anchored in specific **domains, dimensions and indicators** reflecting national best practices and current research regarding effective instruction. The domains, dimensions and indicators within a **rubric** categorize and explicitly define effective teaching/performance along a spectrum of professional proficiency. The rubric creates a common language to guide evaluators' understanding of expectations and the various levels of performance.

2.2 How the Rubric's Domains, Dimensions and Indicators Enhance Assessments and Determine the Performance Ranking

Each domain has one or more dimensions and indicators. When performing an observation or evaluation, an evaluator must judge the teacher's performance as to each indicator. The evaluator bases his or her score for an indicator according to the rubric. The rubric contains a set of detailed narratives—scoring guidelines developed collaboratively by the district's administrators and teachers based upon professional practices linked to student learning. By evaluating the teacher's performance using the rubric's narratives, the evaluator:

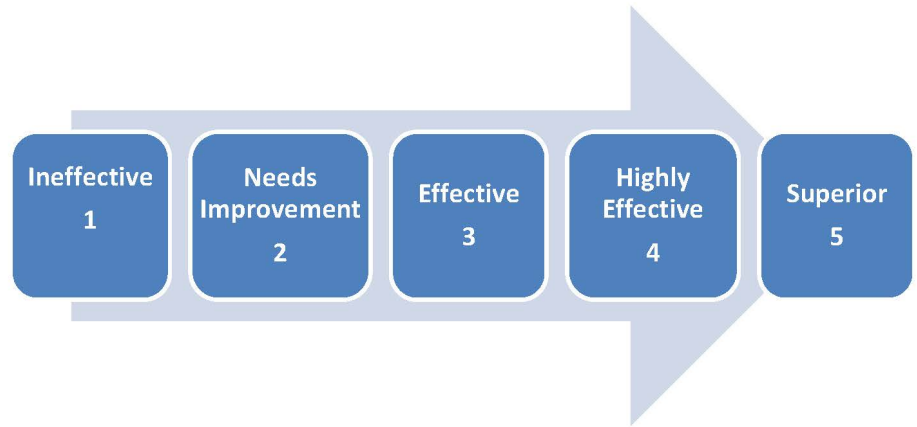
- Creates a common framework and language for evaluation.
- Provides teachers with clear expectations about what is being assessed, as well as standards that should be met.
- Send messages about what is most meaningful.
- Increases the consistency and objectivity of evaluating professional performances.
- Provides teachers with information about where they are in relation to where they need to be for success.
- Identifies what is most important to focus on in instruction.
- Gives teachers guidance in evaluating and improving their work.

The evaluator's assessment is a reflection of the teacher's performance during formal observations as well as his or her overall performance. The evaluation software calculates the average score for each domain according to the scores entered for each indicator within the domain. The overall evaluation score—the composite weighted average—is determined by calculating a weighted average of the evaluation's domain scores.

2.3 Rankings of Performance

The rubric's descriptions as to each indicator are organized along a five-point scale with numeric rankings of 1 - 5. The rankings of N/A and N/O are used for not

applicable and not observed behavior (evidence) respectively. The numeric scores represent the following rankings:



3. Overview of the System's Weighted Scoring

3.1 Relative Weights of Domains

Domains vary in importance, especially with regard to how much they impact student achievement. For purposes of establishing the overall effectiveness of a teacher's performance, and hence the overall evaluation score, the TLE Observation and Evaluation System weights the rubric's domains according to their relative importance.

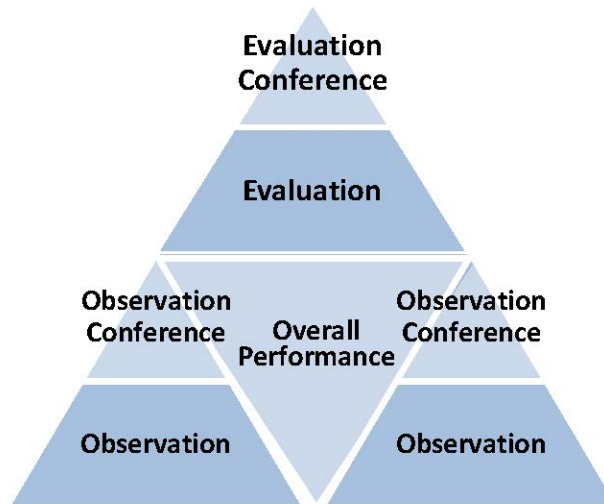
Domains for the classroom teacher evaluation rubric... Their weights and their number of Indicators

Classroom Management <i>(% weight / # of indicators)</i>	Instructional Effectiveness <i>(% weight / # of indicators)</i>	Professional Growth <i>(% weight / # of indicators)</i>	Interpersonal Skills <i>(% weight / # of indicators)</i>	Leadership <i>(% weight / # of indicators)</i>
30% / 6	50% / 10	10% / 2	5% / 1	5% / 1

4. The TLE Observation and Evaluation Process and Timeline

4.1 The Evaluation Pyramid

The TLE evaluation process is comprised of **observations, evaluations, conferencing, and opportunities for feedback and support**. Every evaluation must be supported by (built upon) at least **two observations and observation conferences** in addition to the evaluator's overall assessment of the teacher's performance.



4.2 Who Performs the Observations and Evaluation

Only certified administrators who have completed the evaluation certification training may conduct observations and evaluations.

The evaluator who begins the observation process should see the assessment of the teacher's proficiency to completion through the issuance of an evaluation, including observation or evaluation based PDPs if applicable. Buildings with 2 evaluators shall not share an individual teacher's TLE process by dividing up the observations nor shall 1 evaluator perform the observations with another completing the evaluation process. However, a teacher's TLE process may be supplemented with additional observations conducted by another evaluator in the building who did not begin the TLE process. These additional observations may be initiated by the evaluator or at the request of the teacher. If there is an event requiring a change in evaluator midway through an evaluation cycle (a principal's retirement, illness, leave, etc.), it is advisable to request that the affected teachers agree in writing to the evaluation cycle being completed by more than one evaluator.

Additionally, teachers who split time between multiple buildings should have the requisite minimum number of observations and an evaluation completed by a single administrator at one building. Nothing prevents the leader of another building where the teacher works from providing input into the evaluation process, but they cannot "split" or "share" portions of a single evaluation process without the teacher's explicit permission, provided in writing. Nothing prevents the leader

of another building where the teacher works from issuing push-pins or PDPs based on stand-alone issues.

In the event that a teacher switches schools involuntarily during the course of the school year, he or she will have a new evaluator. The evaluation cycle will continue, unless the teacher requests an entirely new cycle within ten instructional days of switching buildings. In the event that a teacher switches schools voluntarily, they will have been assumed to provide consent to a change in evaluator for their current evaluation cycle.

4.3 Career Teachers v. Probationary Teachers

Both career and probationary teachers only need to be evaluated once per year, with probationary teachers receiving a minimum of three observations and conferences over the course of the school year prior to their evaluation, and career teachers receiving a minimum of two observations and conferences prior to their evaluation. The first two observations for probationary teachers and the first observation for career teachers will be completed during the first semester, in accordance with the timelines in section 4.6 and 4.7 of this handbook. A teacher may request a performance evaluation at any time.

4.4 Observations

Observations are an evaluator's intentional study and analysis of the teacher's performance (e.g., the teacher's classroom instruction). The observation rating reflects the evaluator's assessment of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation. The evaluator's assessment is guided by the detailed descriptions of the teacher's **rubric**. The evaluator's assessments of the teacher's performance during the observation **must** be recorded in the **observation form**, described in more detail in Section 5. Each observation must be followed by an observation conference held no more than five (5) instructional days from the date of the observation. The evaluator must provide the teacher with a copy of the form no later than 3 p.m. the day preceding the conference. If there are any scores of less than effective the evaluator must provide a copy of the document no less than two instructional days before a conference. Observations shall not be conducted on the day immediately following any extended break in the instructional calendar year (whether scheduled or unexpected). An extended break does not include, however, scheduled three-day holidays or single inclement weather days, whether they fall during the school week or otherwise.

4.5 Evaluations

Evaluations reflect the evaluator's overall assessment of the teacher based upon the underlying observation forms, the observation conferences and the evaluator's general appraisal over the course of the year of the teacher's proficiency in the relevant indicators.

The evaluator records the teacher's score for each indicator on the **evaluation form**, which is described in more detail in Section 6. As with observations if there are any scores of less than effective the evaluator must provide a copy of the document no less than two instructional days before a conference. Otherwise, the evaluator must provide the teacher with a copy of the observation or evaluation

form no later than 3 p.m. the day prior to an **evaluation conference**, in alignment with the conference timing requirements in Section 4.7.

In the event that there are no performance concerns, a teacher and an evaluator can mutually agree to combine the final observation conference with the evaluation conference. A teacher may change his or her mind regarding the combination of these conferences through the end of the combined conference; at any point up to the end of the conference, the teacher can stop the conference, and either ask for the meeting to be rescheduled with their TCTA representative present, or have up to two instructional days to request an additional observation.

A teacher may request a performance evaluation at any time.

4.6 Tulsa Model Observation and Evaluation Deadlines

For probationary teachers, due dates are as follows:

- **Observation 1 – last day of first quarter**
- **Observation 2 – last day of second quarter**
- **Observation 3 and Evaluation – last day of third quarter**

For career teachers, due dates are as follows:

- **Observation 1 – the end of the sixth instructional week in the second quarter**
- **Observation 2 and Evaluation – the end of the second instructional week in fourth quarter**

It is essential that principals document areas of ineffective performance early, so that teachers have sufficient time to address any deficiencies in their instructional practices. Teachers and their evaluators can also shift the focus of their Professional Learning Focus (PLF) Plans to address areas of concern – administrators should consider documented growth on a PLF Plan when performing an evaluation. See § 7 for more information on PLF Plans.

There is an expectation for support to be established (PDP or Growth and Reflection Form) for any teachers with performance concerns following the second observation or earlier using the existing guidelines for determining the appropriate response.

See Timing Chart found later in this section to assist with scheduling.

4.7 The Timing of Observation and Evaluation Conferences

Observation conferences must be scheduled appropriately to ensure that feedback, reflection and opportunities for improvement are optimized. As such, there are important rules regarding the timing of observation conferences.

- Evaluators must conduct the observation conference with the teacher **within five (5) instructional days** of any classroom observation.
- Because there must be adequate time for a teacher to reflect upon the information shared in the observation conference and the next observation,

there must be **at least ten (10) instructional days between** an observation and the last observation conference.

- The evaluator must provide the teacher with a copy of their observation or evaluation form no later than 3 p.m. on the day prior to an observation or evaluation conference. In the event that there are any performance concerns, the evaluators should be sure to provide at least a two-day window between sharing an observation or evaluation and conducting the conference, in order to give the teacher adequate time to request TCTA representation.



- In the event that an evaluator cannot conduct their conference within five days of the observation or evaluation being conducted, it is advisable that the teacher agree, in writing or via email, to a waiver of the five-day conference timeline. Similarly, when a teacher is to be observed within ten instructional days of the prior observation conference, he or she should consent in writing to the waiver of the ten-day requirement. Should extenuating circumstances prevent a conference from occurring within the stated timelines above, it is advisable that both the teacher and the evaluator agree to an extension of the timeline in writing.

4.8 New Hires After the Start of School

At the option of the evaluator, the deadlines for observations and evaluations may be altered with respect to teachers who are hired after the beginning of the year, e.g. those teachers who have been at the school for 20 instructional days or less. The deadlines may not be extended, however, without the written consent of the relevant teacher.

When requesting the written consent of the new hire, an evaluator might explain that the extension is appropriate because it will allow him or her time to develop a more full and comprehensive assessment of the teacher's performance. In addition, it will provide the teacher more time to become accustomed with the school's culture and performance expectations. If the teacher does not agree to an extension of the deadlines, the teacher must accept the consequences of a shortened window for observation and evaluation.

Teachers hired after the deadline for the first observation will be given a special set of deadlines to accommodate their unique schedule.

4.9 When a Third Observation is Requested

If a teacher requests a third observation promptly after the second observation, the evaluator must conduct a third observation prior to the evaluation. See Section 5 for more details.

4.10 Timing Charts (below)

Because of the deadlines and timing rules detailed above, there are important windows of opportunities by which an evaluator must complete observations, conferences and evaluations. The following table details the relevant deadlines with regard to probationary and career teachers.

Master Calendar of Evaluation Deadlines Probationary and Career Teachers

End of 1 st Quarter	Deadline: Probationary Teachers' First Observation and Observation Conference. Deadline: Completion of all PLF Plans for teachers hired by the start of the school year.
End of the sixth instructional week in 2 nd Quarter	Deadline: Career Teachers' First Observation
End of 2 nd Quarter	Deadline: Probationary Teachers' Second Observation Deadline: Completion of Teachers' (first) PLF Plan Checkpoint
End of 3 rd Quarter	Deadline: Completion of Probationary Teachers' Third Observation and Evaluation
End of the second instructional week in 4 th Quarter	Deadline: Career Teachers' Second Observation and Evaluation

5. The Observation and Observation Conference

5.1 The Observation

As explained above, observations are a key component for the teacher's evaluation. Evaluators must complete **two** observations—including their conferences—**before** completing an evaluation form. (See Section 4 for more details on deadlines and timing, and note the information below regarding a teacher's request for a third observation.)

Observations are an evaluator's intentional study and analysis of the teacher's performance (e.g., the teacher's classroom instruction) from the date of the last observation or evaluation forward (whichever is later). The observation rating reflects not just the lesson(s) that the evaluator observed, but all appropriate and relevant evidence gathered up to, and including, the date indicated on the observation form, which is typically the date of the last classroom observation. (This is often referred to as "Observation Plus.")

The observation and conference process is a critical opportunity for teachers to receive meaningful feedback from evaluators on the improvement in their instructional practice and the enhancement of already achieved effectiveness levels. Because the goal of the system is continuous improvement, evaluators are **not limited** in the number of observations they may conduct.

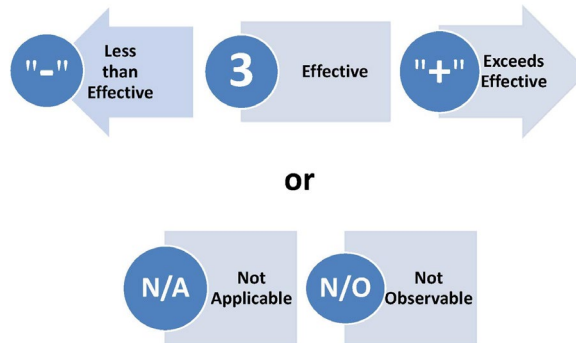
Classroom observations must be a **minimum** of 20 to 30 minutes so that there is sufficient time to thoughtfully assess multiple aspects of the teacher's performance. Though observations are not walk-through visits, evaluators should try to visit a teacher's classroom four or more times a year, including some short visits and "walk-throughs." Short visits and walk-throughs do not require an observation form or an observation conference. The provided Walk-Through Form may be used at the option of the evaluator.

Principals should be sure to document informal and formal points of contact and areas of suggested improvement to ensure that there is no confusion regarding areas of less than effective performance, and so that teachers can be provided the necessary supports to achieve and maintain instructional success. Documentation of visits works in favor of both the teacher and the principal, as it reduces any ambiguity and makes sure that feedback is received and recorded for future reference.

5.2 The Observation Form

The observation form must be used by the evaluator when conducting the observation. The observation form is aligned with the rubric and its domains, dimensions and indicators. During the observation, the evaluator will use the observation form to indicate his or her assessment of the teacher's proficiency as to each observed indicator. On the observation form, evaluators will signify in the blank next to each observed indicator one of the following codes: "-", 3, "+".

Numeric rankings (1, 2, 3, 4 or 5) are not required at this stage, but may be used in lieu of the “-” and “+” structure indicated below. A score of minus on an observation indicates less than effective performance, which, on the evaluation, would translate to a score of 1 or 2. A score of plus on an observation indicates better than effective performance, which, on the evaluation, would translate to a score of 4 or 5. Evaluators are encouraged to use the plus and minus options for observations. The plus and minus scoring do not indicate fractional scores.



In addition to these scores, the evaluators may write brief notes indicating strengths or areas of concern within the space below each indicator.

As noted above, the ratings and comments on the observation form should reflect the evaluator's total assessment of the teacher's performance from the date of the last observation or evaluation forward, whichever is later. Stated another way, the information on the observation form should describe evidence gathered from observations of the teacher's classroom performance and other factors that quantify the impact of the educator, up to, and including, the date indicated on the observation form.

5.3 The Observation Conference: A Requirement

Within five (5) days of each observation, the evaluator **must** conduct an **observation conference** with the teacher and provide him or her with a copy of the observation form. The observation conference should be a personal meeting between the evaluator and the teacher to discuss the evaluator's observations and coding on the observation form as well as the evaluator's comments and suggestions. **The evaluator shall apprise the teacher of any issue, by specific domain, dimension and indicator that could lead to a less than effective rating on the evaluation form.** Evaluators should provide comments for any rating less than 3, so that teachers are aware of the specifics of any deficiencies and understand the steps necessary to reach a level of effectiveness.

5.4 Copies and Signatures

- At the observation conference, ask the teacher to acknowledge the submitted observation form on the appropriate evaluation application.
- Finalize the form on the appropriate evaluation application so that there is a completed record of the work that you have performed, and the conference that was conducted.

In the event that a teacher is unable or unwilling to acknowledge his or her observation at the observation conference, he or she will have 5 instructional days

to acknowledge the form on the appropriate evaluation application. After this the form will be finalized without the teacher's acknowledgement.

5.5 Teacher's Request for a Third Observation

Evaluators must conduct a third observation prior to the teacher's evaluation if a teacher requests an additional observation promptly after the second observation. As with other observations, the evaluator must conference with the teacher within five (5) days of completing the observation.

5.6 Teacher's Written Response to the Observation Forms

A teacher has the right to place in his or her file a response to the entries on the observation form within the timeframe established by state law for responding to evaluation documents. By written agreement, district personnel may provide teachers with a longer window of time by which to submit their responses.

5.7 Observations and the Personal Development Plan And Growth and Reflection Form

Evaluators may determine that a teacher's performance at an observation merits some form of remedial action, including a personal development plan (PDP) or a Growth and Reflection Form (GRF). A PDP or GRF may be appropriate if the teacher's performance would have generated a ranking of 1-Ineffective or 2-Needs Improvement. The evaluator should use his or her professional judgment to determine whether an alternate approach to a PDP is preferable in light of the situation and context—for example, a brief conference, email or note may be a more appropriate and productive response than an automatic PDP or GRF for some lapses in performance. If the latter approach is used it is incumbent upon the evaluator to retain a documentation trail of the approach used and timelines referenced.

- Important Note: If a PDP or Growth and Reflection Form (GRF) is written as a result of an observation, the evaluator must check for the teacher's progress according to the specifications in the PDP or GRF, as appropriate.

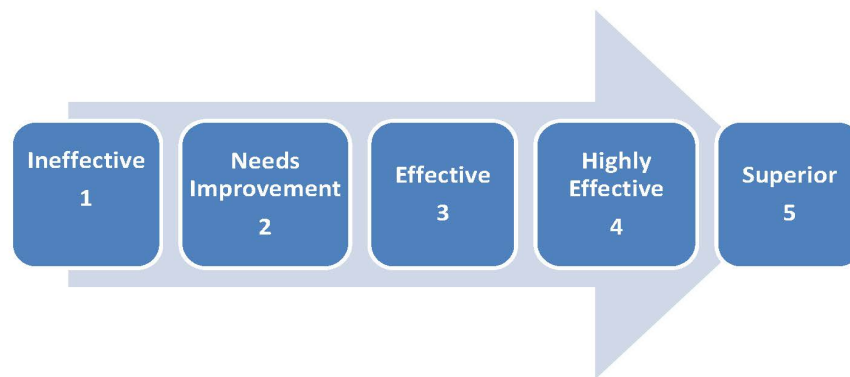
See Section 8 for more guidance and requirements regarding Personal Development Plans and the Growth and Reflection Form.

6. The Evaluation and Evaluation Conference

6.1 The Evaluation

Evaluators perform a teacher's evaluation by completing the evaluation form and conducting an evaluation conference. As noted throughout the handbook, an evaluation must be supported by at least two separate observations and observation conferences conducted in accordance with the relevant timeframes in addition to the evaluator's appraisal over the course of the year of the teacher's proficiency in the relevant indicators. The observation form summarizes those observations, including the total value that the teacher provides up to a given point in time.

Using the information from the observation form and any other pertinent data, including **positive** progress documented in the Professional Learning Focus Plan Checkpoint, the evaluator completes the evaluation form by issuing a rating for each observed and applicable performance indicator. The assigned ratings reflect the evaluator's analysis of the teacher's performance according to the descriptions in the rubric. The rubric and the evaluation form rely upon a five-level rating system, or spectrum of proficiency.



6.2 How to Determine an Indicator's Score

Each indicator often has several definitional narratives for each level of proficiency. However, evaluators must enter **only one (1)** score as to each indicator (e.g., 1, 2, 3, 4, 5, N/O or N/A). To determine the composite score for each indicator, the evaluator must review the narratives contained within each indicator's definition and determine the "best fit" for the teacher with respect to that indicator, making a composite assessment of the "big picture" encompassing the indicator.

Example using the indicator for the domain of Instructional Effectiveness and dimension of Clear Instructions and Directions — Teacher provides clear instruction and direction:

The rubric defines a level "3-Effectiveness" ranking for this indicator with three (3) narratives. They include using a variety of delivery modes to provide instruction and directions; giving student directions for transitions and using spoken and written language that is clear, correct, and appropriate.

When the evaluator observes the teacher, she sees evidence of the teacher performing at a "3-Effectiveness" level in the majority of narrative definitions for the indicator. However, the evaluator observes that the teacher is not always using language that is clear and correct and that conforms to standard English. Though a 3 might not be a "perfect fit" for the teacher, the evaluator **should still** award a 3 for the indicator if a 3 is the "best fit," especially if in the eyes of the evaluator the overall objective of the indicator is still met. To address the fact that the teacher is not consistently using correct and clear language, the evaluator would begin the "push-pin" process developing the expectation level relating to the teacher's language skills. (If that approach does not work, then there is no reason that a PDP could not be written on that targeted area even if the indicator resides at a level 3.)

There is **no magic percentage** of evidence within a proficiency level to trigger a particular rating for an indicator. For example, the evaluator did not need 80% of the narratives in evidence with regard to the 3-Effectiveness ranking to award a 3-Effectiveness ranking. The evaluator must use her professional judgment to determine the most appropriate ranking based upon the instructional significance of the individual narrative components and their impact upon student needs and the objective of the Indicator.

6.3 Not Applicable or Not Observed Indicators

If an evaluator believes that an indicator is not applicable to a particular teacher, he or she should rate the indicator as "N/A." Evaluators should rate not observed indicators as "N/O."

Important: N/As and N/Os are not available on indicators 19 and 20, as they are single-item domains and must be rated on the evaluation. At least 50% of all indicators within a domain must receive a numeric score on the evaluation.

6.4 Indicators Receiving a Score of "1" or "2"

A rating of a "1" (Ineffective) on any indicator, or five or more indicator ratings of "2" (Needs Improvements) on an evaluation requires that the evaluator provide the teacher with a Personal Development Plan (PDP), which shall be reviewed during the evaluation conference. A Growth and Reflection Form (GRF) can be used to address areas of deficiency as long as the teacher has no scores of "1" and four or fewer scores of "2" on their evaluation. Personal Development Plans and Growth and Reflection Forms are covered in Section 8 of this handbook. Evaluators must provide comments for any indicators with scores of 1 or 2.

6.5 Indicators Receiving a Score of "4" or "5"

A rating of a 4 or 5 (Highly Effective or Superior) on any indicator requires that evaluator provide specific supporting comments within the evaluation form. Comments can be clustered together under "Areas of Strength" and "Recommendations" at the bottom of the evaluation form.

6.6

Example comment for a rating of 5 (for a Teacher regarding Leadership)

Re Indicator 20/Leadership: "Ms. Smith extends herself via leadership and involvement well beyond expectations in a variety of venues. She has led the School Improvement Plan process during the past several years and now serves as the process manager for the WISE SI Plan conversion. She has a talent for writing interventions that serve as models across the curriculum and grade levels, and she has volunteered to make presentations to our school partners. She exemplifies the term "team player" and is a keystone to the success of the school. She also possesses an intuitive skill for mentoring others."

6.7

Overall Scoring

As explained in Section 2, the teacher's overall score on the evaluation form is a weighted average of the domain's average ratings.

6.8

Evaluation Conference: A Requirement

Like the observation conference described in Section 5, the evaluation conference is a vital tool in the TLE Observation and Evaluation System because it allows for critical feedback, reflection and discussions regarding the ways in which a teacher's performance needs to improve and ways in which it is particularly strong. At the conference, the evaluator shall provide the teacher with an electronic copy of the observation or evaluation form for the teacher to review and discuss with the evaluator. As noted above, if the teacher has received a less than effective ranking (a ranking of 1 or 2) on any indicator, the evaluator shall discuss those indicators with the teacher during the evaluation conference and transfer that discussion to a written and shared remedial action form, if appropriate.

At the conclusion of the conference, the teacher will electronically acknowledge receipt of the evaluation form on the appropriate evaluation application. A completed copy of the same will be provided to the teacher electronically for his or her records.

6.9

Teacher's Written Responses to Evaluations

A teacher has the right to place in his or her file a response to the entries on the evaluation form within the timeframe established by state law for responding to evaluation documents. By written agreement district personnel may provide teachers with a longer window of time by which to submit their responses.

6.10

Section 4 identifies the minimum number of evaluations that must be completed for each teacher and details the deadlines pertaining to evaluations. Evaluators

**Evaluation
Frequency and
Deadlines**

may evaluate a teacher more than the statutory minimum as long as the evaluator adheres to the observation requirements and the relevant timeframes.

**6.11
Teacher’s Artifact
File or Portfolio**

On a completely voluntary basis, a teacher may provide his or her evaluator with additional evidence of professional proficiency in the form of a portfolio or artifact file/binder for purposes of his or her evaluation. This is allowed; however, such evidence is not required. Moreover, an evaluator should be careful to not suggest that teachers produce a portfolio or artifact file, as they may feel as if it is an implied requirement or expectation of the evaluator. The portfolio and artifact file is simply a tool for expanding / prompting the thought processes of both evaluators and educators, since teachers regularly perform tasks, create documents, and take on responsibilities that are significant and valuable despite their commonplace nature.

A teacher may, for example, wish to create an electronic binder with a folder for each indicator into which he or she can “drop” a copy of the appropriate artifact as the year proceeds. (For example, if a teacher were to create a newsletter for his grade level or curricular area team, he could print an extra copy and insert it behind Indicator 20 – Leadership.) Before the evaluation, the teacher could share the binder or file of artifacts with his or her evaluator.

There are countless types of documents, plans and works that might be appropriate for a teacher’s portfolio or artifact file. In its Professional Growth System Handbook: 2008-2009, Montgomery County Public Schools included many of the following items as supplemental evidence of professional proficiency.

- Assignments, projects, warm-ups
- Communication of standards, objectives and criteria for success on tasks
- Communications to students and parents
- Feedback on student work
- Grading policies and practices
- Records of data analysis and goal setting
- Appointments with students
- Student work samples and portfolios
- Unit or long-term lesson plans
- Annotated portfolio of support materials (beyond kit or textbook) for concept attainment or to convey mastery
- Informal assessments
- Assignments, project descriptions, etc.
- Documents distributed to students and parents, e.g., course syllabi, topic outlines, study guides, graphic organizers, etc.
- Material designed to teach thinking skills related to content concepts
- Room set-up
- Assessment samples
- Grade books and similar artifacts
- Group and individual teacher reports on data analysis, findings and recommendations
- Logs minutes and records of grade-level, department and curriculum meetings
- Meeting notes with teacher on self-assessment and application to planning
- Videos of student portfolio conferences
- Collection of ideas, research, articles, etc. related to a WISE School Improvement Plan shared with colleagues
- Interview and conference data
- Log of professional development activities
- Professional articles or presentations
- Writings in learning logs, journals, school newsletters and reports
- Attendance records (work, meeting)
- Documentation of supporting school priorities outside the classroom
- Letters of thanks and commendations

- Short-term lesson plans and materials
- Unit or long-term lesson plans and materials designed to support those plans
- Work displays
- Feedback on work and on student-set goals
- Grouping policies and practices
- Planning for technology incorporation
- Reflective conversations about responses to situations, overarching objectives, routines
- Room tours (e.g., what public messages are posted, what values are revealed)
- Records of communication to parents
- Student records of goal setting and self-analysis of work
- Student and parent survey data
- List of committee participation, presentations, etc.
- Logs, minutes, records of staff development or vertical team meetings
- Meeting agendas, minutes, notes
- Samples of student work, tests, assignments, feedback to students
- Long- and short-term lesson and unit plans
- Evidence of communication with parents
- Publications
- Professional development activities that contribute to improved practice
- Student achievement results and key indicators of student success
- Any available student and parent surveys

7. The Professional Learning Focus Plan and Checkpoint

7.1 The Professional Learning Focus Plan

State law requires that all individuals evaluated under the Oklahoma Teacher and Leader Effectiveness Evaluation System establish a Professional Learning Focus (PLF) every year, regardless of exemption status.

The Professional Learning Focus should, at a minimum:

- a) Establish an annual professional growth goal for the teacher or administrator that is developed by the teacher or administrator in collaboration with their evaluator,
- b) Be tailored to address a specific area or criteria identified through the qualitative component of the applicable TLE evaluation rubric,
- c) Allow the teacher or administrator to actively engage with learning practices that are evidence based, researched practices that are correlated with increased student achievements, and
- d) Be supported by resources that are easily available and supplied by the school district and the State Department of Education.

7.2 Timelines of the PLF Plan

The Professional Learning Focus plan should be explained to all certified staff members at the beginning of the school year. Every teacher should develop a PLF Plan in collaboration with their evaluator and this should be submitted and approved by the end of the first quarter. The evaluator and the teacher should conduct a PLF Checkpoint during the next scheduled observation conference after establishment of the plan (this should be in second quarter) – this would be the first observation conference for career teachers, and the second observation conference for probationary teachers.

Rationale: State law requires that PLF Plans be established during the first quarter, and requires at least one checkpoint during the course of the school year. By establishing the PLF Plan during the first quarter and conducting a checkpoint during the second quarter observation conference, teachers and principals will have already met the minimum state requirements, and principals will have a good idea of the progress that teachers are making on their PLF Plans. This will also allow teachers more time to shift their focus or use new resources, if desired.

7.3 Design of the PLF Plan

A teacher's Professional Learning Focus should not be dictated by their evaluator. Teachers can pick any indicator/element of their Tulsa Model rubric as their area of focus – it does not have to be the lowest performance area of an observation or evaluation. However, teachers have the option to switch their PL Focus during the course of the school year, and may wish to use the PLF Plan to document active engagement with learning practices that will improve their performance on a specific TLE indicator.

**7.4
PLF Plan
Checkpoints**

There is no rating scale attached to the Professional Learning Focus Plan. The purpose of the plan is to make a personalized learning goal for all participants each year, not to grade the plan. However, principals should consider teacher progress on the PL Focus and information presented during the checkpoints when considering a teacher’s overall performance on an evaluation. Performance on a PLF Plan cannot detract from a teacher’s evaluation score – however, exceptional performance on a PLF Plan can contribute to a teacher’s evaluation. The net impact of the PLF Plan can only help a teacher’s evaluation score.

**7.5
Documentation
of the
PLF Plan,
Checkpoints, and
Compliance**

State law requires that the teacher and evaluator have at least one documented checkpoint visit during the course of the school year. Documented checkpoints should include a reflective component where the educator may provide feedback related to their PL Focus.

For the sake of efficiency, it is recommended that PLF Checkpoints be combined with observation conferences.

The first checkpoint for teachers who began the school year with Tulsa Public Schools should occur during the observation conference in second quarter. Regardless of when a teacher is hired, in order to make the PLF Plan a valuable portion of the TLE evaluation process, at least one checkpoint should be conducted prior to the issuance of an evaluation.

**7.6
Alteration of the
PLF Plan**

The PLF goal can extend over multiple years. However, the teacher and their evaluator should conduct regular checkpoints to ensure that progress is documented. Additionally, the teacher can alter or enhance their PL Focus during the year. Significant changes should be followed by a checkpoint between the teacher and their evaluator and the completion of a new PLF Plan.

8. The Personal Development Plan and the Growth and Reflection Form

8.1 The Personal Development Plan

Personal development plans (PDPs) are intended to advise and assist teachers with serious performance deficiencies which, if left uncorrected, may jeopardize the teacher's continued employment with the district. Observations, evaluations or stand-alone incidents may trigger the issuance of a personal development plan. If developed in conjunction with an observation or evaluation, the personal development plan shall be attached to and considered another component of the observation or evaluation form.

8.2 The Growth and Reflection Form

The Growth and Reflection Form (GRF) is a process distinct from the PDP. It is intended as a collaborative tool to document and support effective teachers needing development in no more than four indicators. The Growth and Reflection Form requires that the teacher and evaluator work collaboratively to create goal statements, identify resources and activities that can help bring the teacher up to a level of effectiveness in the selected indicators, and identify what tangible evidence will demonstrate the teacher's success in reaching a level of effectiveness in the noted indicators. Note that while a number of resources exist to help struggling teachers, it is up to the evaluator to ensure that the resources are available – administrators using the GRF should be sure to contact the appropriate Talent Management personnel to ensure that the supports identified on the form are available for the teacher involved in the plan.

While the Growth and Reflection Form is unlike the PDP in that the teacher and evaluator work together to create the plan, and it does not contain any admonishment language, it is still time-bound and requires follow-up and conferencing. The teacher and evaluator should establish a reasonable timeframe for improvement, and establish a review date, which shall be set no more than two months from the initiation of the GRF (this is the same timeframe as a PDP). The conference with the teacher should occur on the review date noted on the GRF, or no more than five (5) days from the review date.

Because the Growth and Reflection form does not contain admonishment language, it should not be used if the evaluator might recommend the exiting of the teacher. If the teacher is not successful in their implementation of the Growth and Reflection Form, a PDP must be issued to support the teacher's practices relating to the Indicator(s) not successfully addressed in the Growth and Reflection Form. If a teacher does not agree to cooperate in the development of the Growth and Reflection Form, the evaluator must create a PDP for the teacher to address the areas of concern.

Timeline and Follow-Up Conferencing

It is recommended that the administrator conduct a classroom walkthrough prior to the follow-up conference date. This will allow the administrator to either close

of the GRF early, or provide the teacher with advice on how to further remediate the indicators with which they are struggling. Prior to the follow-up conference, the administrator should conduct a follow-up walkthrough to determine whether the issues addressed in the GRF were remediated. If the issues were addressed to the satisfaction of the evaluator, the GRF should be closed out; otherwise, the form should stay open until the date of the follow-up conference, where the teachers progress will be reviewed again.

A principal can issue a GRF for any indicator in which a deficiency is noted in an observation or evaluation, as long as no more than four indicators are addressed. However, the GRF can only be used for deficiencies noted in the observation or the evaluation – for stand-alone incidents, either a push-pin or a PDP should be used.

Observation Context: There is no requirement that an evaluator use the GRF after the first observation. However, there is the expectation that evaluators will establish some form of support (either a GRF or a PDP) for any teachers with performance concerns following the second observation or earlier, using the existing guidelines for determining the appropriate response.

Evaluation Context: The GRF is an alternative to the PDP at the evaluation stage that an evaluator may elect to use in the event that the teacher has no ratings of “1” (Ineffective) and four or fewer ratings of “2” (Needs Improvement). Because the GRF is more limited in scope and support and does not contain admonishment language, it should not be used if the evaluator might recommend the exiting of the teacher. If the teacher is not successful in their implementation of the GRF, or if they do not wish to cooperate in the development of the form, a PDP must be issued to support the teacher’s practices relating to the Indicator(s) not successfully addressed.

Note: Evaluators should consult their ILD and relevant Talent Management personnel before proceeding with a PDP at the evaluation stage. The decision to use a Growth and Reflection Form in lieu of a PDP at the evaluation stage must be approved by the ILD.

8.3 When an Observation or Evaluation Requires a PDP or Growth and Reflection Form

- A PDP **may be** issued, but is not required, in response to deficiencies noted during an **observation**. If issued, all PDP requirements within this section apply. However, there is the expectation that supports be established (PDP or GRF) for any teachers with performance concerns following the second observation or earlier, using the existing guidelines for determining the appropriate response. As noted before, where there are multiple indicators requiring remediation, the evaluator should work with their ILD and relevant Talent Management personnel to prioritize areas of focus.
- Evaluators **must** develop a PDP for a teacher who receives any rating of 1-Ineffective, or more than four ratings of 2-Needs Improvement on any indicator in the **evaluation form**. Otherwise, a Growth and Reflection Form can be used to address issues requiring remediation.

- Non-remediated PDPs from the observation process, which should result in a rating of 1-Ineffective or 2-Needs Improvement for the relevant indicator on the evaluation, are automatically incorporated into the evaluation and continue in effect without being redrafted or re-issued. The evaluator need only establish a new timeframe for compliance. Any new deficiencies resulting in an evaluation rating of 1-Ineffective or 2-Needs Improvement not covered by the non-remediated PDP must be supported by a newly issued GRF or PDP.

8.4 Designing and Issuing PDPs

Evaluators design and write the PDPs, in collaboration with the appropriate Talent Management personnel and the evaluator's ILD. They may collaborate with the teacher in the content of the PDP and seek assistance from outside sources as appropriate.

Before issuing a PDP to a teacher, evaluators must review the PDP with the teacher, most typically during the evaluation conference or observation conference. The teacher will receive an electronic copy of the personal development plan and the teacher will electronically acknowledge his or her receipt of the same. In the event that a teacher is unable or unwilling to acknowledge his or her PDP, he or she will have 5 instructional days to acknowledge the form on the appropriate evaluation application. After this the form will be finalized without the teacher's acknowledgement.

8.5 PDP Content: SMART-Driven and Indicator-Specific

The PDP will state the specific goals or actions to be achieved by the teacher. The goals and required actions within the PDP should be "**SMART**"- formatted:

- **Specific:**
 - identified with sufficient detail so that the "who, what and when" are clear, with regard to what the teacher must do and what resources/assistance are available to him or her.
- **Measurable**
 - defined so that there is a starting point and final value to be achieved.
- **Attainable**
 - defined by a final goal that is reachable within the given time frame assuming the reasonable efforts of the teacher and assistance of the evaluator.
- **Resources**
 - identifies and provides resources that will assure increased effectiveness within the targeted performance areas.
- **Time-Bound**
 - defined with an ultimate deadline and benchmarks reflecting the nature and gravity of the performance deficiency with timeframes to measure progress as appropriate.
 - See the notes regarding limitations on timeframes below.

When the PDP is a result of the evaluation or an observation, the goals and actions must reflect and reference the relevant dimension and indicator. If there are concerns that do not clearly align themselves with a specific indicator, it may still be the target of a PDP and identified as a **Stand-Alone PDP**. In such cases, the PDP may be prefaced with the statement: "Although the following does not link directly with a performance indicator, there is a matter/situation/incident that falls within your area of responsibility/supervision that needs to be brought to your attention for action." Then, insert a summary of the matter/situation/incident followed by a SMART goal plan of action.

8.6

Example PDP that is SMART-driven and Indicator-Specific

Ms. Green - Personal Development Plan, 9/10/18

Re Indicator 14: Changes instruction based on results of monitoring.

Ms. Green will:

- 1) Observe Ms. Smith's class to gain insight on the various feedback strategies that can be employed.
- 2) Cite within Lesson Plans specific feedback strategies to be used.
- 3) Implement on a regular / routine basis three (3) feedback strategies; in evidence within 20 instructional days from the Teacher signature date.

8.7

PDP Review and Follow Up Conference

The evaluator shall meet with the teacher to review his or her success in meeting the requirements and goals of the PDP in a follow-up progress review conference, which should occur in relation to the timeframes established in the PDP. This follow-up is a necessary component of all PDPs. Follow-up documentation **must** appear alongside the original PDP in the designated area of the electronic PDP form.

8.8

Teacher's Written Responses to PDPs

A teacher has the right to place in his or her file a response to the entries on the PDP form within the timeframe established by state law for responding to evaluation documents. By written agreement, District personnel may provide teachers with a longer window of time by which to submit their responses.

8.9

Timeframes and Deadlines to Remember

The timeframe for meeting the goals and actions in the PDP may not exceed two months.

8.10
Consequences of
Non-remedied
Deficiencies

The teacher must meet the PDP's requirements and goals in all respects by the specified deadline. Failure to do so may result in the teacher's dismissal or nonrenewal.

8.11
Stand-Alone PDPs

Evaluators may issue a PDP to a teacher as a stand-alone plan in response to a work-related incident or problem occurring outside the context of an observation or evaluation. In such cases, the evaluator's PDP will still follow the SMART Goals framework and the timeframes of the PDP described in this section.

9. Intensive Mentoring Supports (Optional)

9.1 Intensive Mentoring Supports

Districts are encouraged to explore mentoring supports for teachers needing intensive training. Specifically, at their discretion, districts may decide to offer customized mentoring supports to certain teachers receiving a PDP as a result of an observation or evaluation ranking of 1-Ineffective or 2-Needs Improvement. In such training programs, teachers are matched with a learning facilitator with their subject matter expertise. These learning facilitators are proven education specialists such as retired or former educators. They assist the selected teachers achieve the goals of their PDPs by using a targeted strategy for instructional improvement characterized by enriched and focused feedback. Learning facilitators help their assigned teachers and the relevant evaluators identify which skills and competencies need to be improved. Teachers participating in such a program would need to complete their training with the learning facilitator within two months. Participation in any intensive mentoring program would be voluntary, but those teachers who decline to participate in it when offered the opportunity should be asked to sign a document signifying their non-interest in the program.

9.2 Evaluators' Role in the Intensive Mentoring Program

If a district decides to use an intensive mentoring program, evaluators should play a major role the development and implementation of the program and remain the official evaluator of the teacher. Evaluators are encouraged to continue informal observations, walk-throughs, conferences (such as to review lesson plans), professional development activities and other interactions with the teacher during any intensive mentoring program.

9.3 Relationship to Non-Renewals and Terminations

A teacher may be dismissed or non-renewed regardless of whether he or she has completed, participated in, or been offered a change to participate in any intensive mentoring program. Further, being in any such program shall not prevent a teacher from being placed on a personal development plan nor prevent the teacher from being recommended for dismissal or nonrenewal.

10. Tulsa Model Key Personnel

10.1 Key Personnel Supporting the Tulsa Model's Observation and Evaluation System and Processes

Contact Information:
Tulsa Public Schools
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Tulsa, OK 74114

Office of Educator Effectiveness (The Tulsa Model)
918-746-6800

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