

**TITLE 210. STATE DEPARTMENT OF EDUCATION
CHAPTER 20. STAFF
SUBCHAPTER 41. TEACHER AND LEADER EFFECTIVENESS**

210:20-41-1. Teacher and Leader Effectiveness Evaluation System overview

(a) **Purpose and application.** To ensure that each Oklahoma student is provided with effective instruction that contributes to student success, each school district board of education shall maintain and annually review a written policy of evaluation for all teachers and leaders, to be based upon the minimum criteria for the Teacher and Leader Effectiveness Evaluation System (TLE) outlined at 70 O.S. § 6-101.16. For purposes of the TLE, "leader" means a principal, assistant principal, or any other school administrator who is responsible for supervising classroom teachers. "Teacher" means a duly certified person who is employed to serve as a counselor, librarian, or school nurse classroom teacher, or in any other instructional capacity.

(b) **Five-tier rating system.** Each teacher and leader evaluated under the TLE shall be rated on a five-tier scale, ~~and assigned one of the following ratings:~~ Regardless of any additional rating terminology used in an evaluation framework implemented by a school district, a teacher's or leader's district evaluation rating shall be expressed as one of the following five ratings:

- (1) Superior;
- (2) Highly effective;
- (3) Effective;
- (4) Needs improvement; or
- (5) Ineffective.

(c) **Annual evaluations.** Every teacher and leader shall be evaluated annually, and provided with feedback for the purpose of improving student learning outcomes. ~~Both the quantitative and qualitative components of the TLE shall be calculated each year for every teacher and leader, with the following limited exceptions:~~ Each teacher or leader shall receive a district evaluation rating based on the components of the TLE as set forth in 70 O.S. § 6-101.16(b), and expressed as a rating on the five-tier scale shown in subsection (b). For all district evaluations, student performance, including performance on the statewide criterion-referenced tests if available, shall be discussed with the teacher and may be one of the considerations for the teacher's district evaluation rating. A career teacher as defined in 70 O.S. § 6-101.3 who has received a "Superior" or "Highly effective" rating under the TLE may be evaluated once every three (3) years, but shall participate annually in developing a professional growth goal. A probationary teacher as defined in 70 O.S. § 6-101.3 shall be provided formative feedback from the evaluation process at least two times per school year, once during the fall semester and once during the spring semester.

~~(1) A first year teacher's TLE evaluation shall be based solely on qualitative components, as set forth at 210:20-41-3(b). During the first year of teaching, no Student Academic Growth (SAG) data will be collected. During the second year of teaching, the TLE evaluation score will still be derived entirely from qualitative components, but SAG data will be collected to be applied to the following year's evaluation.~~

~~(2) A career teacher who has received a "Superior" or "Highly effective" rating under the TLE may be evaluated once every two years. SAG quantitative data for these teachers shall continue to be collected and reported annually, as this data will be a necessary component of the teacher's next scheduled evaluation.~~

(3) — A teacher or leader who moves to an Oklahoma school district from out of state shall be evaluated during their first school year in Oklahoma based solely on qualitative components, as set forth at 210:20-41-3(b). During the first year of teaching in Oklahoma, SAG data will be collected to be applied to the following year's evaluation.

(4) — A teacher or leader who retires or leaves teaching or administrative employment, but returns to a teaching or administrative position, shall be evaluated solely on qualitative components during the year they return to service. SAG data will be collected during the year they return to service, to be applied to the following year's evaluation.

(d) — **Remediation plans and instructional coaching.** For all teachers rated as "Needs improvement" or "Ineffective", comprehensive remediation plans and instructional coaching shall be provided. Each school district's written policy for evaluation shall include guidelines for comprehensive remediation plans and an instructional coaching program.

(e) — **Teachers and leaders who change positions.** For an educator who serves as a teacher one year and an administrator the following year, the SAG data acquired during the year of employment as a teacher shall carry over as the SAG data applied to TLE evaluation during the educator's first subsequent year of employment as an administrator. For an educator who serves as an administrator one year and a teacher the following year, the SAG data acquired during the year of employment as an administrator shall carry over as the SAG data applied to TLE evaluation during the educator's first subsequent year of employment as a teacher.

(d) Individualized programs of professional development. Every school district board of education shall maintain and annually review a written policy of professional development in addition to, or as a component of, its written policy of evaluation. The policy of professional development adopted by a school district shall provide for the development of a focused and individualized program of professional development for the teacher or administrator that is consistent with the qualitative components of the TLE. Professional development completed pursuant to an individualized program of professional development shall count toward the total number of points a teacher or administrator is required to complete as established by the school district pursuant to 70 O.S. § 6-194, provided that the implementation of individualized programs of professional development does not increase the professional development points requirements. Every school district policy of professional development shall:

(1) Establish an annual professional growth goal for the teacher or administrator that is developed by the teacher or administrator in collaboration with the evaluator. Every teacher or administrator will participate in establishing an annual professional growth goal, including career teachers with a "Superior" rating during the years they are not required to be evaluated.

(2) Be tailored to address a specific area or criteria identified through the qualitative components of the TLE.

(3) Allow the teacher or administrator to actively engage with learning practices that are evidence-based, researched practices that are correlated with increased student achievement.

(4) Be supported by resources that are available and supplied by the school district and the State Department of Education.

(e) **Evaluator training.** Prior to conducting evaluations, every individual designated by a school district board of education to conduct personnel evaluations shall participate in training that addresses the requirements of Oklahoma's Teacher and Leader Effectiveness Evaluation System. Training provided to a school district's evaluators through a vendor which addresses the

district's adopted framework, but does not specifically address Oklahoma's TLE components, will not satisfy the TLE training requirement.

(f) **Reporting.** Every school district must transmit data collected for TLE purposes to the State Department of Education through the current information upload system designated by the agency.

(g) **Confidentiality of records.** The State Department of Education shall keep records of annual evaluations received pursuant to TLE confidential. TLE records which in any way identify a current or former public employee shall not be subject to disclosure under the Oklahoma Open Records Act.

210:20-41-2. Quantitative components of the Teacher and Leader Effectiveness Evaluation System

For districts choosing, at their own expense, to use quantitative measures of teachers and leaders as part of the district evaluation rating, such measures shall include a minimum of one reliable, research-based measure approved by the State Board of Education.

210:20-41-3. Qualitative components of the Teacher and Leader Effectiveness Evaluation System

~~(a) **Proportion of overall rating.** Fifty percent (50%) of the ratings of teachers and leaders shall be based on qualitative assessment components which are rigorous and fair.~~

~~(b)~~ **Qualitative assessment of teachers.** An evidence-based qualitative assessment tool for the assessment of teachers must include observable and measurable characteristics of personnel and classroom practices that are correlated to student performance success. These characteristics shall include, but not be limited to:

- (1) Organizational and classroom management skills;
- (2) Ability to provide effective instruction;
- (3) Focus on continuous improvement and professional growth;
- (4) Interpersonal skills; and
- (5) Leadership skills.

~~(c)~~ **Qualitative assessment of leaders.** An evidence-based qualitative assessment tool for the assessment of administrators must include observable and measurable characteristics of personnel and site management practices that are correlated to student success. These characteristics shall include, but not be limited to:

- (1) Organizational and school management, including retention and development of effective teachers and dismissal of ineffective teachers;
- (2) Instructional leadership;
- (3) Professional growth and responsibility;
- (4) Interpersonal skills;
- (5) Leadership skills; and
- (6) Stakeholder perceptions.