

**Teacher and Leader Effectiveness Commission Recommendations**  
**Pursuant to 70 O.S. § 6-101.17**  
**February 18, 2014**

**Revised Recommendation #22:** The TLE Commission recommends that the Oklahoma State Board of Education set the following procedures for the TLE Composite Score for each teacher and leader as defined by 70 O.S. § 6-101.16:

- a. Retain the decimal place values (up to two decimal places) as established and provided by each component score until the end of the calculation;
- b. Combine the component scores for each teacher and leader by multiplying the Qualitative Component by 0.50, multiplying the Student Academic Growth Component by 0.35, multiplying the Other Academic Measure Component by 0.15, and then adding all three together;
- c. Establish the five-tier rating system for the TLE Composite Score as:
  - Superior: 4.80-5.00
  - Highly Effective: 3.80-4.79
  - Effective: 2.80-3.79
  - Needs Improvement: 1.80-2.79
  - Ineffective: 1.00-1.79

**Recommendation #23:** The TLE Commission recommends that the Oklahoma State Board of Education adopt a Student Learning Objective/Student Outcome Objective (SLO/SOO) structure for the Student Academic Growth Component of the TLE for teachers and leaders of non-tested grades and subjects. The structure would include required components to address each of the following essential questions:

1. What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?
2. Where are my students now (at the beginning of instruction) with respect to the objective?
3. Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?
4. How will they demonstrate their knowledge/skill(s) at the end of interval of instruction?

**Recommendation #24:** The TLE Commission recommends that the Oklahoma State Board of Education require districts to develop Student Academic Growth policies as described below.

District Student Academic Growth policies must:

1. Follow the guidelines adopted by the Oklahoma State Board of Education.
2. Require that each teacher and each leader for whom a Value Added Result is available use the Value Added Result as their Student Academic Growth Component.
3. Require that each teacher and each leader for whom a Value Added Result is not available use an SLO/SOO as their Student Academic Growth Component.
  - a. Require that each teacher and each leader's SLO/SOO include all required components to address each of the essential questions as adopted by the Oklahoma State Board of Education.

- b. Require that each teacher and each leader's SLO/SOO be developed based on training provided by or approved by the Oklahoma State Department of Education.
- c. Only allow for use of SLOs/SOOs that demonstrate Student Academic Growth impacted by the teacher or leader in order to provide actionable feedback that the teacher or leader can use to improve student experiences.
- d. Address the process used to develop and approve the SLO/SOO for each teacher and each leader, including required and optional stakeholder involvement, timelines, and criteria.
- e. Create an SLO/SOO evaluation rating for each teacher and each leader on a scale from 1.00-5.00, including two decimal places.

**Recommendation #25:** The TLE Commission recommends that the Oklahoma State Board of Education continue to convene groups of stakeholders, including teachers and administrators of non-tested grades and subjects, in order to develop recommended practices for a variety of content areas and teacher/leader types. Recommended practices developed by these groups might include such things as example SLOs/SOOs; suggested assessments/measures/tools for students to demonstrate their knowledge and skills; and/or identification of the most important knowledge/skill(s) for particular grades and subjects.