JANET BARRESI
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA

MEMORANDUM

TO: The Honorable Members of the State Board of Education

FROM: Janet C. Barresi

DATE: July 23, 2014

SUBJECT: TLE Update

In alignment with the Educator Effectiveness Theory of Action (attached), the Oklahoma State Department of Education (OSDE) team responsible for implementation of the Teacher and Leader Effectiveness Evaluation System (TLE) has sought "ongoing feedback to improve the system."

The team has developed a list of characteristics that define an effective TLE system, evaluated the degree to which each component of the TLE system currently exemplifies those characteristics, and considered possible revisions to the system that might improve the effectiveness of various components.

During this presentation, the team will present their findings from this review as well as plans for ongoing opportunities to seek feedback from educators across the state.

Attachments

kkw

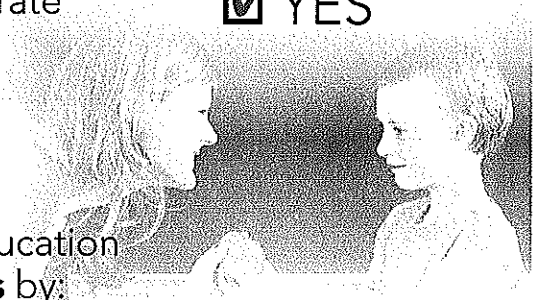
OKLAHOMA STATE DEPARTMENT OF EDUCATION
2500 NORTH LINCOLN BOULEVARD, OKLAHOMA CITY, OK 73105-4599
(405) 521-3301, FAX: (405) 521-6205
HTTP://WWW.OK.GOV/SDE/

Educator Effectiveness Theory of Action

Educators and researchers agree that **Teacher Effectiveness** is the single most important factor in student academic achievement.

Do you believe...?

Every child deserves to have an effective teacher every year.	☑ YES
Every teacher deserves to have a team of effective leaders throughout his/her career.	☑ YES
Effectiveness can be developed.	☑ YES
Educator growth is best achieved through deliberate practice on specific knowledge and skills.	☑ YES



We do, too!

This is why the Oklahoma State Department of Education will provide leadership for **Educator Effectiveness** by:

- Developing a system to assess educator strengths and weaknesses;
- Providing access to high-quality professional development; and
- Guiding districts through a framework of offering individualized professional learning opportunities (including – but not limited to – best practices videos, peer collaboration, coaching, hands-on workshops, and professional reading); and
- Seeking ongoing feedback to improve the system and professional development opportunities provided.

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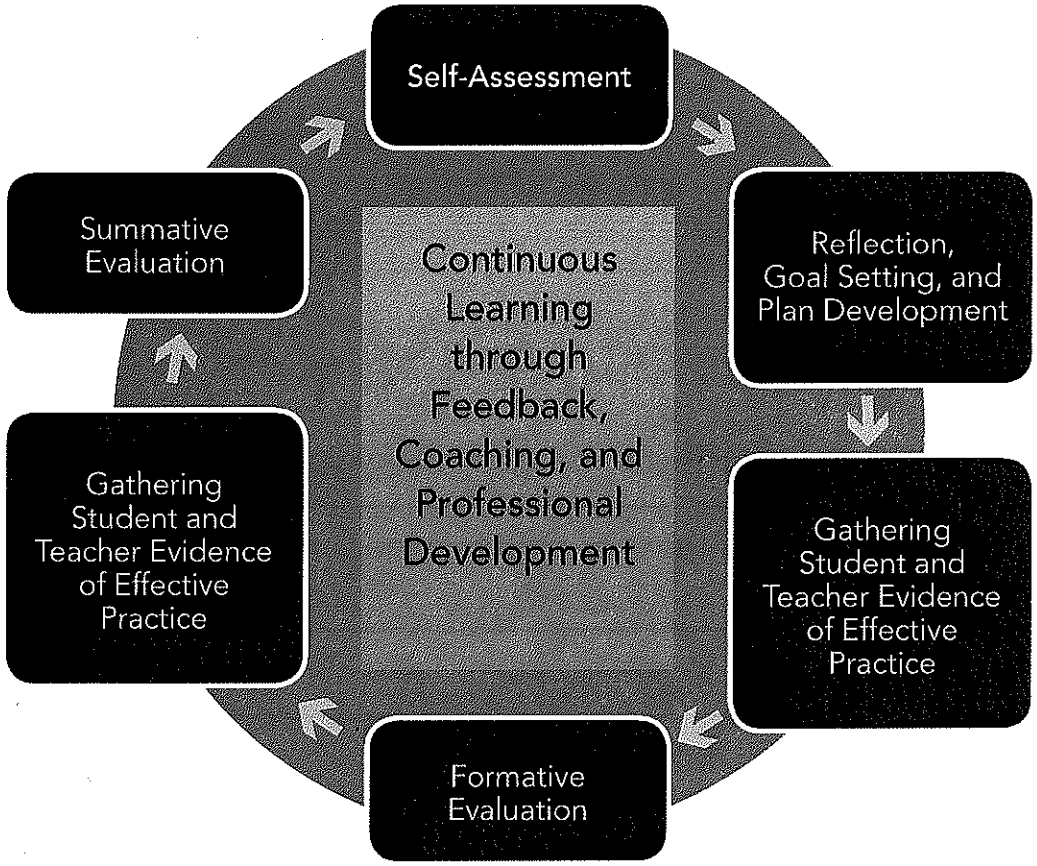
A Targeted Evaluation Cycle with Focused, Active, and Collaborative Professional Learning



Oklahoma Academic Standards

+

Standards for Effective Teaching

+

Standards for High-Quality Professional Development

=

An Integrated System of Improving Student and Educator Learning

Linking Educator Evaluation and High-Quality Professional Learning

It's Not Just About...	It's Really About...
Conducting frequent, reliable observations	Meaningful, actionable feedback and conversations about how to grow
Including student data in the evaluation system	Analyzing the results in relation to specific teaching and leadership practices
Rating teachers with a summative rating label	Linking evaluation results to career paths, opportunities, and systems of support
Getting information about teacher performance	Providing focused, active, and collaborative professional learning opportunities and applying new knowledge to the classroom

OKLAHOMA STATE DEPARTMENT OF EDUCATION

TEACHER *and* LEADER EFFECTIVENESS (TLE)

TLE Update: Step Back/10,000-Foot Review

Dr. Kerri White

Assistant State Superintendent of Educator Effectiveness

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TEACHER *and* LEADER EFFECTIVENESS (TLE)

Educator Effectiveness Theory of Action

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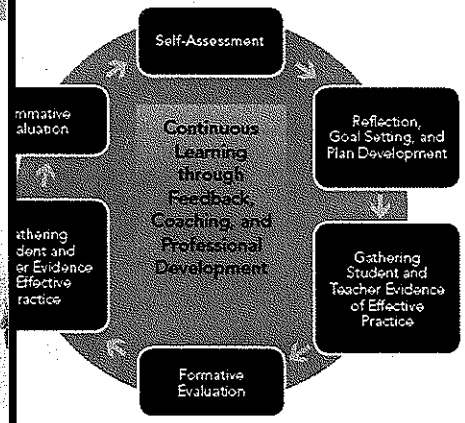

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TEACHER *and* LEADER EFFECTIVENESS (TLE)

Goals of TLE

Educator Accountability

- Identification of Effectiveness
- Multiple Measures

Educator Growth

- Improving Effectiveness
- Connected to Professional Learning

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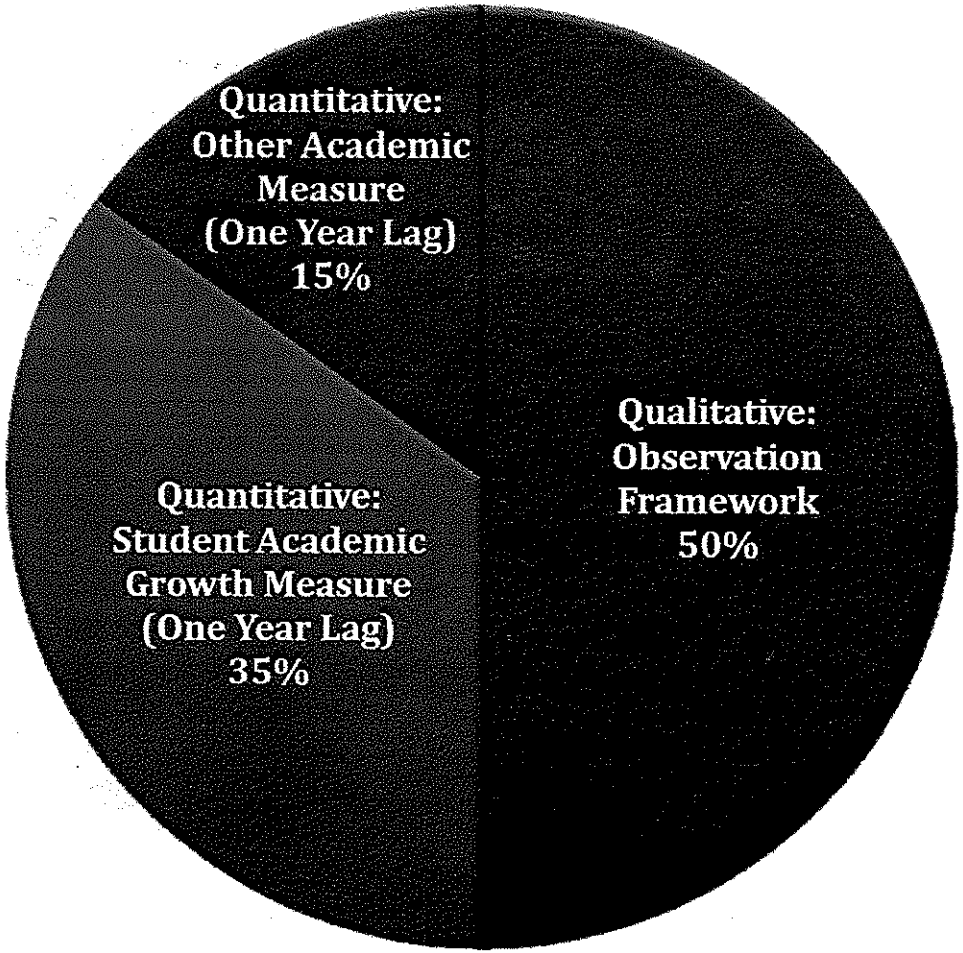
TEACHER *and* LEADER EFFECTIVENESS (TLE)

TLE Components



- Value Added Model (VAM) Result
- Student Learning Objective/ Student Outcome Objective (SLO/SOO)

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TEACHER *and* LEADER EFFECTIVENESS (TLE)

Characteristics of a Successful System

- Aligned with dual goals of accountability and growth
- Associated with improved student outcomes
- Embedded in school culture and daily life of educators
- Consistency across districts and teachers/leaders
- Common language among educators
- Teacher and leader confidence in the system
- Feasibility and sustainability
- Valid and reliable data
- Thorough enough to account for complexity of profession, but simple enough to be understandable

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TEACHER and LEADER EFFECTIVENESS (TLE)

General Feedback on Current System

Teacher morale has plummeted as many believe TLE is designed to tell them that they do not know how to teach.

System is incredibly time consuming.

Paperwork required in some districts (depending on qualitative model chosen and district quantitative policies) is extremely burdensome.

Professional dialogue in some districts (depending on qualitative model chosen, implementation strategies, and quantitative processes) has improved dramatically. In other places, some improvement, and in others, no improvement.

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TEACHER *and* LEADER EFFECTIVENESS (TLE)

General Feedback on Current System

Administrator morale has plummeted as many are overworked and believe the requirements of the system devalue their expertise as instructional leaders.

Teachers in some districts are receiving needed support to improve.

The complexity of the system has resulted in lack of confidence that the system will be implemented with fidelity.

Administrators in some districts are gaining evidence needed to replace ineffective teachers or reassign teachers to their areas of strength.

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TEACHER *and* LEADER EFFECTIVENESS (TLE)

Myths ("Untruths") of Current System

- "Half of my evaluation will be based on how many of my third graders pass the reading test."
- "I'm going to be evaluated on how other teachers teach reading and math, even though I am not responsible for teaching reading and math."
- "The law requires a ton of paperwork for administrators."
- "Some approved models contradict state law by allowing non-administrators to participate in evaluation processes."
- "My child's test score will determine whether his/her teacher will get to teach next year."

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TEACHER *and* LEADER EFFECTIVENESS (TLE)

Data From Current System

- Qualitative data from 2013-2014 will be available in early fall.
- Other Academic Measure pilot data will be available in mid-fall.

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TEACHER *and* LEADER EFFECTIVENESS (TLE)

Data From Current System

What we can learn from Value Added Measure 2012-2013 pilot results:

- ✓ Significant improvement often occurs between the first and second years of teaching, but experience is not a determiner of teacher contribution to learning.
- ✓ A greater percentage of Elementary School teachers than Middle Schools teachers are high contributors to student growth.
- ✓ Value Added Measures correspond to other measures of school performance.
- ✓ Outliers can provide insight into unique perspectives on instruction.

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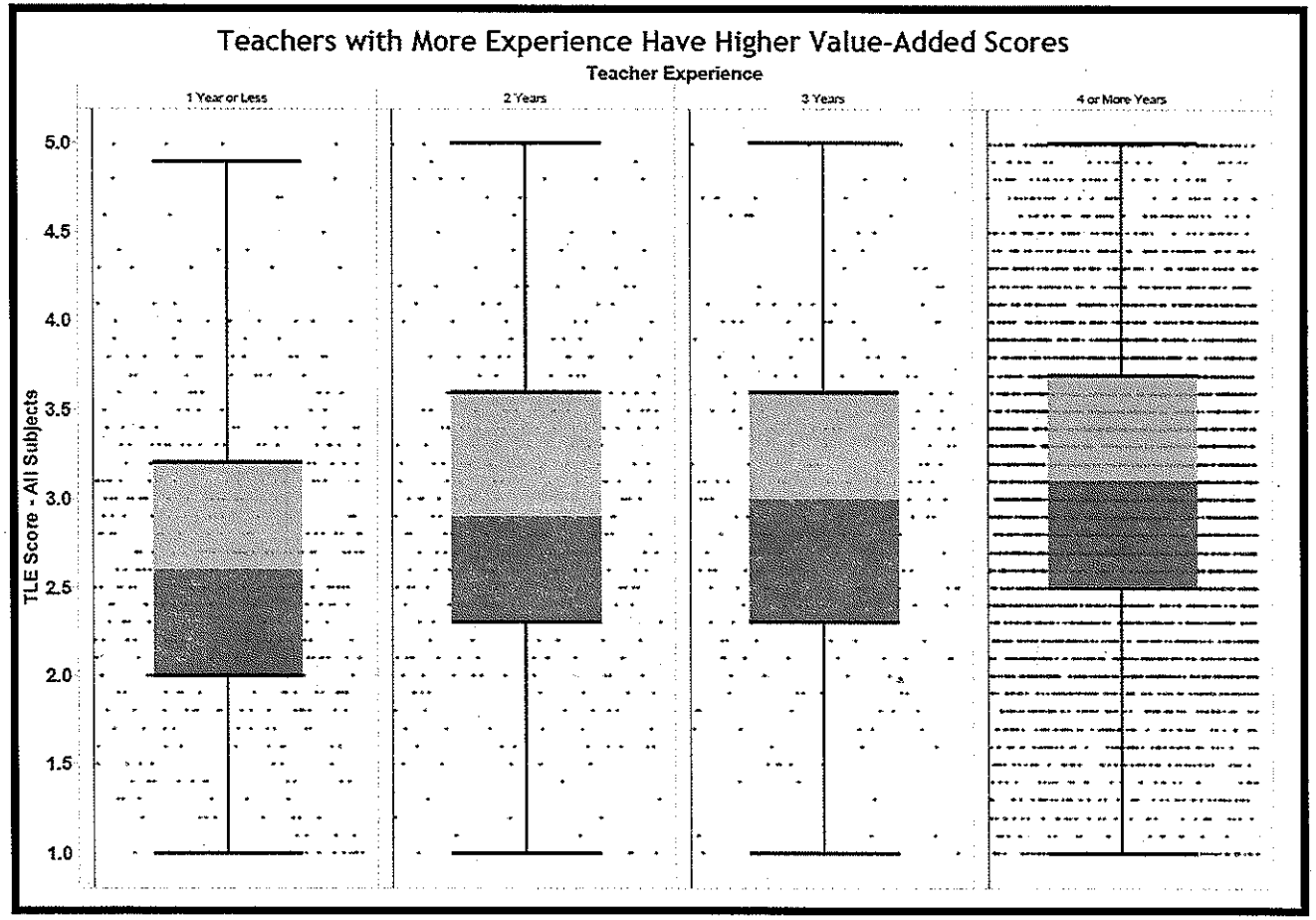
TEACHER *and* LEADER EFFECTIVENESS (TLE)

Data From Current System



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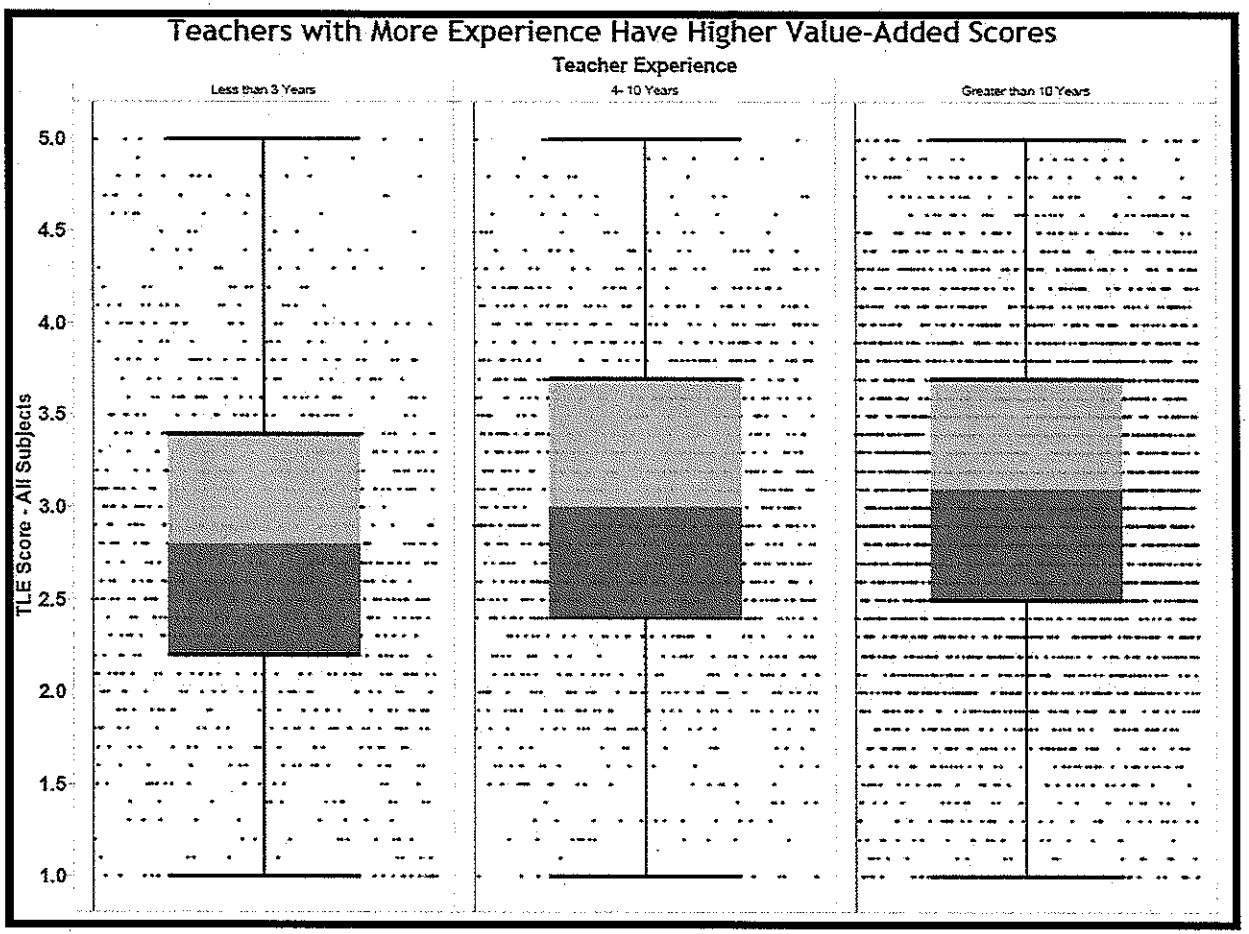

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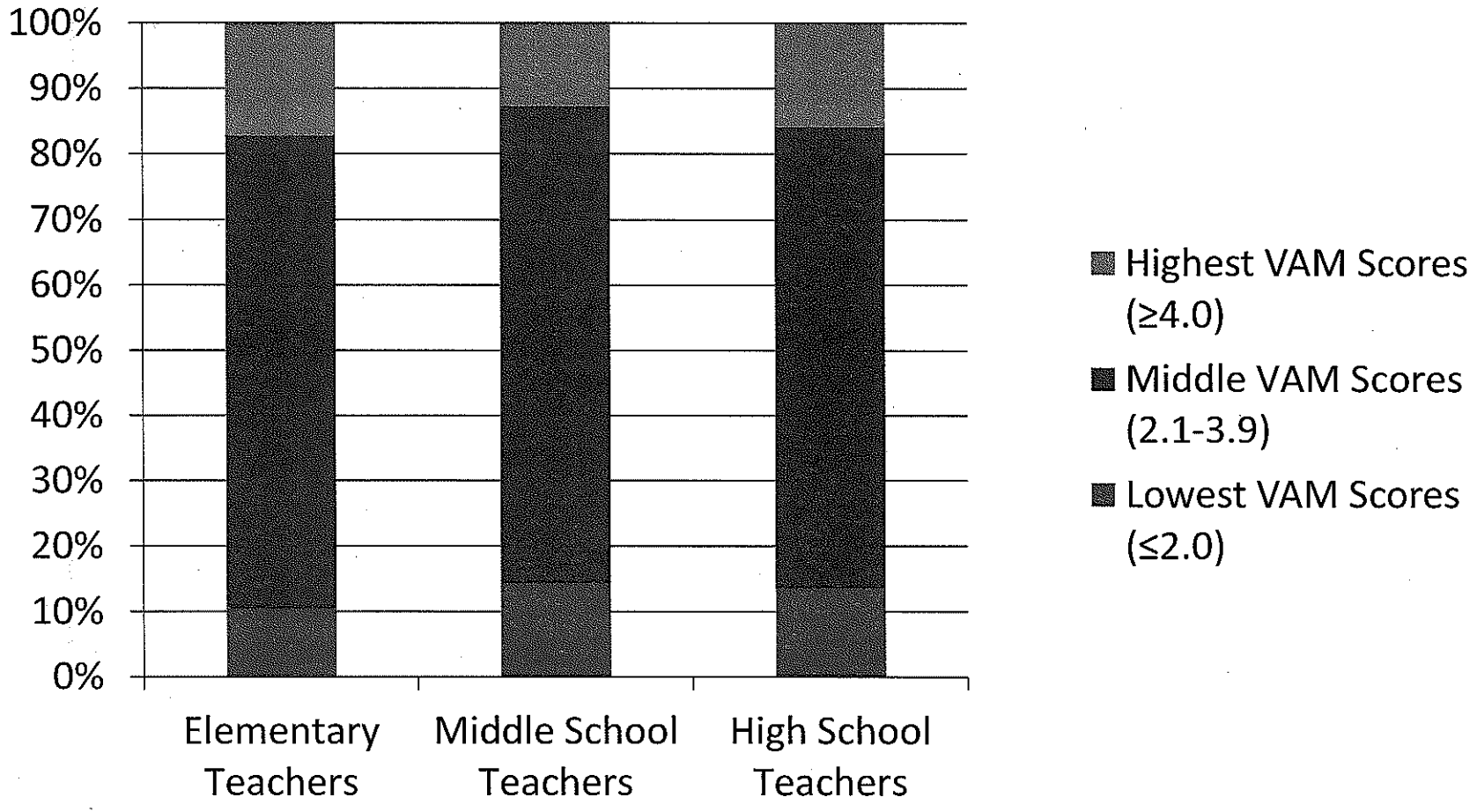

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Data From Current System

School Report Card	Percent of Schools with Lowest VAM Scores (≤2.0)	Percent of Schools with Middle VAM Scores (2.1-3.9)	Percent of Schools with Highest VAM Scores (≥4.0)
A	3%	63%	34%
B	1%	82%	18%
C	4%	84%	12%
D	9%	81%	10%
F	29%	68%	4%

Bright Spots	Percent of Schools with Lowest VAM Scores (≤2.0)	Percent of Schools with Middle VAM Scores (2.1-3.9)	Percent of Schools with Highest VAM Scores (≥4.0)
Yes	0%	78%	21%
No	35%	63%	2%

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TEACHER *and* LEADER EFFECTIVENESS (TLE)

Data From Current System

District	Total Number of Schools with TLE Scores	Percent of Schools with Lowest VAM Scores (≤2.0)	Percent of Schools with Middle VAM Scores (2.1-3.9)	Percent of Schools with Highest VAM Scores (≥4.0)
State Total	1,617	11%	79%	11%
Putnam City	26	4%	54%	42%
Altus	8	0%	50%	50%
Jenks	7	0%	57%	43%
***	12	42%	58%	0%
***	6	17%	83%	0%

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TEACHER *and* LEADER EFFECTIVENESS (TLE)

Three Key Lessons from Other States

1. It takes two to three years for all components of an evaluation system to be implemented with the intended results.
2. Simplifying requirements and offering district support in decision-making can produce more buy-in, confidence, and implementation fidelity.
3. Ongoing feedback for regular improvements in the system will increase the quality of implementation as well as support for continuation.

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TEACHER *and* LEADER EFFECTIVENESS (TLE)

Questions for Consideration

- Are the requirements that districts find difficult requirements of the State Law, State Board of Education, Framework/Model, or Local District?

State Law Requirement	Example Model Requirement	Example District Policy
All evaluators must be identified by the local board and trained according to state requirements.	All evaluators must be administrators.	All evaluators must be assigned before the start of the school year.
Probationary teachers must receive formative feedback from the evaluation process in the fall semester and spring semester.	Probationary teachers must have two full evaluations per year.	Probationary teachers must have a minimum of 4 observations per evaluation.

EXAMPLES

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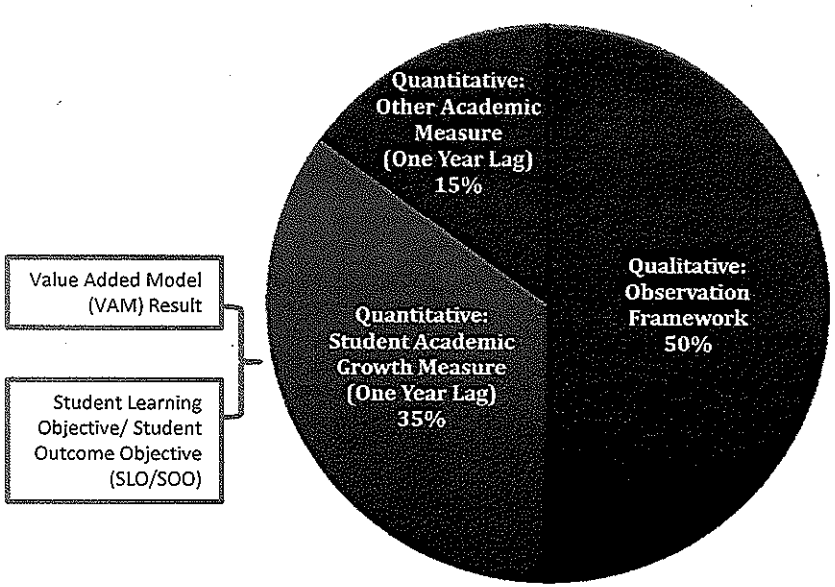
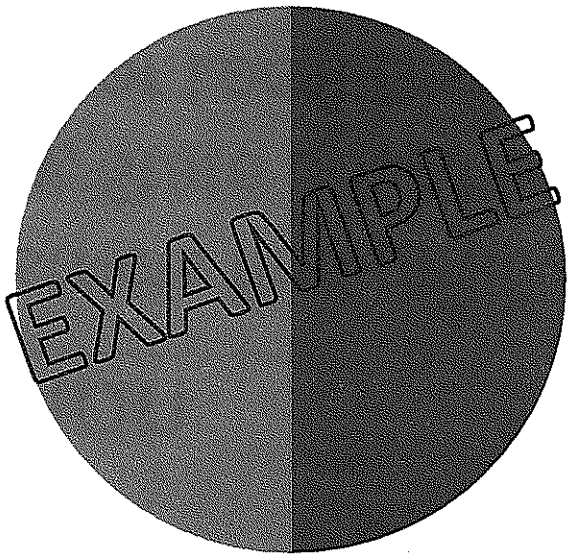
TEACHER *and* LEADER EFFECTIVENESS (TLE)

Questions for Consideration

- Would simplifying the quantitative components provide districts with needed flexibility to measure student growth?





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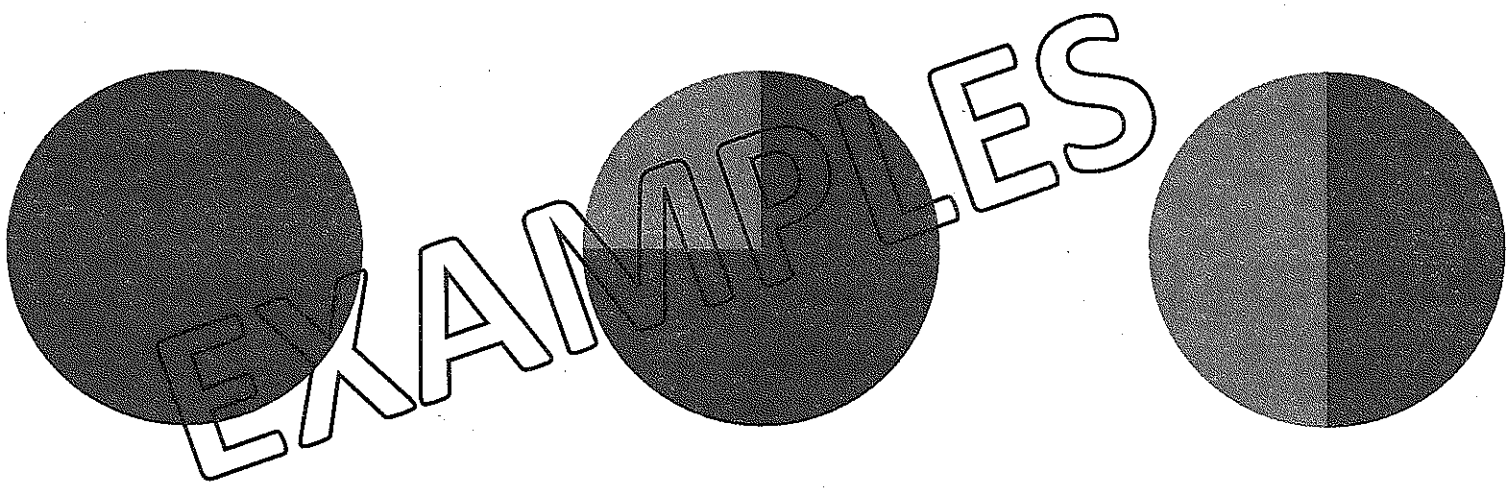
Questions for Consideration

- Would phasing in the quantitative weight in the TLE Composite Score for each teacher and leader provide more confidence/credibility?



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Plans for Ongoing Feedback and Review

- TLE Commission and State Board of Education
  - August through November
- TLE Survey for any teacher or leader
  - August through October
- Focus groups and TLE Working Groups
  - September through October
- Recommended changes for public comment
  - November