Teacher and Leader Qualitative Assessment Models

On December 15, 2011, the State Board of Education approved a TLE System pursuant to 70 O.S. § 6-101.16A. The State Board named the Tulsa TLE Observation and Evaluation System as the presumptive default for teacher evaluations and the McREL Principal Evaluation System as the presumptive default for leader evaluations.

During the pilot year of implementation (2012-2013), districts will be allowed to choose from three teacher evaluation frameworks (Tulsa's TLE Observation and Evaluation System, Marzano's Causal Teacher Evaluation Model, and Danielson's Framework for Teaching) and two leader evaluation frameworks (McREL's Principal Evaluation System, and Reeves's Leadership Performance Matrix. During this pilot period, districts are required to select and implement a Teacher and Leadership framework from the list of approved frameworks. Throughout the pilot year, districts will be asked to provide input and feedback regarding the frameworks, and the data provided by districts will be reported by OSDE to the TLE Commission and State Board of Education for consideration. Teacher and leader evaluations obtained during the pilot year will not count against teachers or leaders during the 2012-2013 school year. However, the data obtained during the pilot year may be used by districts to establish baselines and offer guidance as Oklahoma schools move forward with permanent implementation during the 2013-2014 school year. Data and research obtained during the pilot year will also be used by the TLE Commission to make further recommendations to the State Board of Education. At the end of the pilot year, the State Board of Education will adopt default frameworks.

The allocation of funds will be supported by local funds or at the discretion of the Oklahoma Department of Education through a formula based on the districts' Average Daily Attendance. The following is a brief overview of each of the approved frameworks along with website resources for further study.

TEACHER EVALUATIONS

Tulsa's TLE Observation and Evaluation System
(From http://www8.tulsaschools.org/4_About_District/employee_standards_main.asp)
Tulsa Public Schools has embarked on a TEACHER and LEADER EFFECTIVENESS initiative that supports the core of our mission to raise achievement and provides the best possible education for our students. Research has shown that the key to advancing student learning rests most prominently with the teacher. The TPS Teacher Evaluation System recognizes the complexity and importance of teaching in a high-performing school system, one in which there is an emphasis on continuous improvement and shared accountability for student achievement. Teaching practice can and will grow in an individual school and in a school system that values constant feedback, analysis and refinement of the quality of teaching. Paralleling the teacher effectiveness effort is the leader effectiveness effort that mirrors the components and emphasis of the former. The TPS Teacher Evaluation System is a collaborative effort between the Tulsa Classroom Teachers' Association (TCTA) and the Tulsa Public Schools' administration. The system is part of the overall Teacher Effectiveness Initiative begun in 2009 and incorporates the views of teachers, principals, Education Service Center staff and association leadership.

Read more: [Rubrics, Manuals, Presentations, and Explanations](#)

Marzano's Causal Teacher Evaluation Model
(From http://www.marzanoevaluation.com/)
Bridging the gap between teacher evaluation and student achievement – After nearly five decades of study around effective teaching and learning practices, Dr. Robert Marzano expands his acclaimed work by releasing the Art and Science of Teaching Causal Teacher Evaluation Model. The first of its kind, this teacher evaluation model identifies the direct cause and effect relationship between teaching practices and student achievement to help teachers and leaders make the most informed decisions that yield the greatest benefits for their students. With the Marzano Model, districts can transform your teacher evaluation system from an exercise in compliance into an effective engine of incremental growth, one that reflects parallel gains between teacher assessment and student performance.
> Read more: [Marzano Research Laboratory](#) and [Research Base and Validation Studies on the Marzano Evaluation Model](#)

Danielson's Framework for Teaching
(From http://charlottedanielson.com/theframeteach.htm)
The *Framework for Teaching* is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4). Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. The *Framework* may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The *Framework* may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.
> Read more: [The Danielson Group](#) and [The ASCD Teacher Effectiveness Suite, powered by iObservation, offers a powerful online fusion of Charlotte Danielson's research-based Framework for Teaching, professional development, and supporting technology to increase teacher growth and raise student achievement.](#)

LEADER EVALUATIONS

McREL's Principal Evaluation Systems
(From http://www.mcrel.org/evalsystems/)
Measure what matters most **–** Focus on what matters, measuring performance on teaching & leadership practices linked to student success**;** Ensure fairness, gauging educator performance on multiple indicators, including student achievement**;** Improve performance, differentiating and focusing professional development according to individual staff needs; Streamline reviews, providing a web-based system for storing, tracking, and reporting results**.**
> Read more: [Teacher and Principal Evaluations](#)

Reeves' Leadership Performance Matrix
(From http://www.iobservation.com/Reeves-Leadership-Matrix/)
Consistent with national and international research and standards, Dr. Douglas Reeves, founder of The Leadership and Learning Center, developed the Leadership Performance Matrix as an educational leadership assessment tool that facilitates growth and effectiveness in order to support teaching excellence and student learning.

Read more: Dimensions of Leadership and The Leadership and Learning Center