

Teacher and Leader Effectiveness District Teacher Guidelines

2023-2024



Table Of Contents

Teacher and Leader Effectiveness 4

Marzano Focused Teacher Evaluation Model The Benefits 4

The District Celebrates Your Art of Teaching! 5

THE EVALUATION PROCESS 6

What Will Be Evaluated? 6

Who Will Be Evaluated? 7

How Will Teachers Be Evaluated? 7

Non Classroom model 8

Procedures for Observation and Scoring 8

Performance Level Scale 9

Overall Status and Final Score 9

Definitions and Frequency of Formal and Informal Observations 10

Late Hires and Early Resignations/Retirements 12

The 2022-2024 OKCPS Observation Cycle 12

Off-Cycle Teachers 13

Formal Observations 13

Informal Observations 14

Peer Observations (Highly Recommended, Not Required) 14

Walkthroughs Encouraged 15

Interventions and Support Plans for Teachers 15

Job-Embedded Support 15

Plan for Improvement 19

Completing an Instructional Plan for Improvement 19

The OKCPS TLE Task Force Committee is a Professional Learning Community organized to guide teacher and leader effectiveness for Oklahoma City Public Schools. The committee's role is to collaborate on researched-based instructional practices that improve student achievement through professional teacher and leader growth.

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Teacher and Leader Effectiveness

In alignment with the values of Oklahoma City Public Schools, the mission of the Teacher and Leader Effectiveness Department is to set professional standards, provide timely feedback and support for leaders, teachers, and staff to enhance professional growth.

Oklahoma City Public Schools is charged with the commitment of providing teachers and leaders with professional learning and developmental opportunities. We are committed to implementing a system of professional standards supporting professional growth. The observation tool selected by Oklahoma City Public Schools is designed to cultivate a growth mindset for teacher and leader effectiveness. Through the implementation of the growth model, teachers and leaders will be provided with timely, meaningful, and purposeful feedback supporting growth in instructional practices.

As teachers and leaders enhance their effectiveness through instructional practice, they will be able to reflect on their pedagogy, feedback, and student achievement data. In Susan Gendron's article, "From Compliance to Growth," she states, "Rather than focusing on compliance and measurement, truly effective schools emphasize actively supporting teacher growth. "It is essential that we create a culture of collaboration and distributed leadership to empower all staff in the building to participate in a shared understanding of teacher and leader effectiveness.

The Marzano Focused Teacher Evaluation Model is the official evaluation tool for all Oklahoma City Public Schools certified personnel working under a collective bargaining agreement contract as a teacher. For additional information, please visit <http://www.okcps.org/Domain/1039>.

Marzano Focused Teacher Evaluation Model

The Benefits

The benefits of using the Marzano Focused Teacher Evaluation Model as an instructional model and an evaluation tool are numerous and far-reaching. A few benefits include:

- ✓ **Establishes a rigorous standards-based system in every classroom.**
- ✓ **Relentless focus on student results with leading indicators.**

- ✓ **An Instructional Framework with a pathway to scaffold instruction from foundational to complex tasks.**
- ✓ **Focused on 14 critical instructional strategies helping teachers develop expertise.**
- ✓ **Supportive professional development, self-assessment, and peer collaboration are built into the model and into the iObservation platform.**

The District Celebrates Your Art of Teaching!

Marzano recognizes the many effective teaching strategies found in our classrooms. It is the appropriateness of the strategy, the implementation quality of the strategy that is being observed, the monitoring of the strategy, and the percentage of students demonstrating the desired effect that celebrates instructional success. In addition, it is against the basic tenets of teaching to use all strategies during a single observation. The Marzano Focused Teacher Evaluation Model identifies 23 essential behaviors to measure teacher effectiveness within four areas of expertise. Several strategies should be evident throughout a unit of instruction and/or course of your instructional career.

The Evaluation Process

What Will Be Evaluated?

As OKCPS implements the Marzano Focused Teacher Evaluation Model, it is necessary for the District to use the model as intended. A minimum of **14** elements will be observed beginning in the fall of 2023-2024. The Marzano Teacher Evaluation tool will reflect the rollout of the Tier One Instructional Framework and the 6 Learning Engagement Instructional Influences.

Two elements to be included in each observation that counts will be:

- Planning Standards-based Lessons/Units
- Identifying Critical Content

The following elements must be observed during the 2023-2024 school year:

- Planning Standards-based Lessons/Units
- Identifying Critical Content
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data
- Using Formative Assessment to Track Progress
- Helping Students Examine their Reasoning
- Helping Students Engage in Cognitively Complex Task
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Promoting Teacher Leadership and Collaboration
- Adhering to School and District Policies and Procedures

Of the following elements, scoring on 2 of the following 5 elements:

- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Communicating High Expectations for Each Student to Close the Achievement Gap

Of the following elements, scoring on 2 of the following 6 elements:

- Helping Students Examine Similarities and Differences
- Helping Students Revise Knowledge
- Previewing New Content
- Helping Students process New Content
- Using Questioning to Elaborate on Content
- Helping Students Practice skills, Strategies, and Processes

Who Will Be Evaluated?

All certified teachers will be evaluated using the Marzano Focused Teacher Evaluation Model. A certified teacher is defined by statute as “a duly certified or licensed person employed to serve as a counselor, librarian or school nurse or in any instructional capacity.”70 O.S. 6-101.3. Classroom teachers will be evaluated using the Marzano Focused Teacher Evaluation Model (**See Appendix A**). Non-classroom teachers such as nurses, media specialists, counselors, librarians, speech pathologists, reading coaches, math coaches, and instructional coaches will be evaluated using the Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model (**See Appendix B**).

How Will Teachers Be Evaluated?

Probationary and Career Teachers

State statute requires teachers to be categorized as either “Probationary” or “Career” teachers.

A “Career” teacher means a teacher who:

1) is employed by a school district before the 2023-2024 school year and has completed three (3) or more consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract, or

2) is employed for the first time by a school district under a written continuing or temporary teaching contract during the 2023-2024 school year and thereafter:

a) has completed three (3) consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract and has achieved a district evaluation rating of "superior" as measured pursuant to the TLE as set forth in Section 6-101.16 of this title for at least two (2) of the three (3) school years,

b) has completed four (4) consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract, has averaged a district evaluation rating of at least "effective" as measured pursuant to the TLE for the four-year period, and has received district evaluation ratings of at least "effective" for the last two (2) years of the four-year period, or

c) has completed four (4) or more consecutive complete school years in one school district under a written continuing or temporary teaching contract and has not met the requirements of subparagraph a or b of this

paragraph, only if the principal of the school at which the teacher is employed submits a petition to the superintendent of the school district requesting that the teacher be granted career status, the superintendent agrees with the petition, and the school district board of education approves the petition. The principal shall specify in the petition the underlying facts supporting the granting of career status to the teacher;

A “Probationary” teacher means a teacher who:

1) is employed by a school district before the 2023-2024 school year and has completed fewer than three (3) consecutive complete school years as a teacher in one school district under a written teaching contract, or

2) is employed for the first time by a school district under a written teaching contract during the 2023-2024 school year and thereafter and has not met the requirements for career teacher as provided in-section A and B of this section.

The district recognizes teachers may come to the district with varying years of service. As such, the district will identify teachers by utilizing two (2) teacher categories. All probationary teachers will be identified as Category I (CI) teachers, and all career teachers will be identified as Category II (CII) teachers.

Non-Classroom Model

A minimum of 6 elements will be scored. 1 from each domain plus 2 others that fit with the job description of the staff member.

Procedures for Observation and Scoring

It is required with the Focused Teacher Evaluation Model to score 14 elements, or competencies, during the course of each year. Scoring 14 elements over the course of a year encourages teachers to build expertise in areas where they need to grow. Within this competency-based system, each element is a competency teachers are expected to master. At the end of the year, *the highest score for each element is taken and averaged to obtain the final instructional practice score for the year.*

Process:

Step 1- Observation data is collected from a minimum of **14** elements found in the Focused Evaluation Form.

Step 2- Each element receives its own score.

*At the end of the observation cycle, the lowest score is dropped.

*Elements not scored-by the midpoint will not be included in the mid-point average.

Step 3- If an element is scored at/or below Developing, the evaluator must provide feedback

in the comment section.

Step 4- Element scores are averaged together to generate an Instructional Practice Score.

Step 5- The Performance Level is based on the approved Performance Scale.

Performance Level Scale

The Marzano Evaluation has created a 0-4 rating system as illustrated below:

Not Using	Beginning	Developing	Applying	Innovating
(Level 0)	(Level 1)	(Level 2)	(Level 3)	(Level 4)
0.0-1.9	2.0-2.9	3.0-3.8	3.9-4.6	4.7-5.0
**Ineffective	**Needs Improvement (2)	**Effective (3)	**Highly Effective (4)	**Superior (5)

****State Scale Equivalent**

*****A score of 'Not Using' can only be used if a previous conversation between teacher and evaluator has taken place on that specific element. The following steps should have taken place: PD was delivered on the specific element, or a walk-through was conducted with feedback on the specific element. A score of 'Not Using' cannot be used without prior notification to staff that this element is an expectation.**

Marzano Focused Teacher Model Evaluation Score

The Marzano Evaluation Score will then be converted to a Final Score reflecting the State's 5-Tier Rating System.

Overall Status and Final Score

Superior (innovating)

Greater than or equal to 4.7

Highly Effective (applying)

Less than 4.7 and greater than or equal to 3.9

Effective (developing)

Less than 3.9 and greater than or equal to 3.0

Needs Improvement (beginning)

Less than 3.0 and greater than or equal to 2.0

Ineffective (not using)

Less than 1.9

*All observations counting towards evaluation will be completed via iObservation.

*All calculations will be computed via iObservation.

Definitions and Frequency of Formal and Informal Observations

For the 2023-2024 school year, Category I (probationary) and Category II (career) teachers will receive the same number of observations.

All teachers will participate in:

✓ **2 informal, unannounced observations that count towards the final evaluation score.** ✓ **1 formal announced observation that counts towards the final evaluation score.**

✓ **Walkthroughs are highly encouraged, especially during the first 30 days; these do not count toward the final evaluation score.**

*See “Off-Cycle” teacher evaluation schedule

*Peer Observations are not required but are highly recommended. Peer observations **do not count** towards final evaluation

*Walkthroughs are not required but are highly recommended. Walkthroughs **do not count** towards the final evaluation. Walkthroughs may occur periodically throughout the year from the district, site, and outside educational vendors. Information obtained through vendor visitations shall not be used for District evaluation purposes. Documents produced from vendor classroom visits shall be made available to the teacher upon request.

All observations will use the form found in iObservation aligned with the appropriate job title. For the Job Title Form, see **Appendix C**.

- Marzano Focused Teacher Evaluation Form
- Marzano Focused Non-Classroom Instructional Personnel Form

Definitions of observation types are as follows:

Observation Type Announced Unannounced

Late Hires and Early Resignations/Retirements

Late Hires

In general, a teacher hired after the first day of school should be given a “grace period” of approximately 30 calendar days to allow the teacher an opportunity to adjust to teaching. Once the grace period is completed, the teachers will be observed only for the remaining observations in the Observation Cycle. Regardless of the teacher’s start date, observers must make every effort to ensure all OKCPS teachers have at least one (1) observation that counts towards evaluation with a minimum of 7 elements scored.

Early Resignations/Retirements

If a teacher resigns/retires before the end of the school year, the evaluative observations conducted up to the resignation/retire date will be used to calculate the final evaluation score. After these observations are finalized, but before the resignation/retirement date, the observer must complete the Final Evaluation process.

The 2023-2024 OKCPS Observation Cycle

These dates refer to the deadlines for observations to be entered into iObservation. It is with professional diligence teachers are encouraged to view observation drafts and evaluations in a timely manner. iObservation provides notifications directly to the teacher’s district-issued email account once an observation has been completed and finalized.

Unannounced Informal Observation	Formal Observation	Unannounced Informal Observation
<p>To be completed by October 6th, 2023</p> <p>Professional Learning Focus September 29th, 2023</p>	<p>To be completed by February 15th, 2024</p> <p>Professional Learning Focus Midpoint Check February 15th, 2024</p>	<p>To be completed by May 8th, 2024</p> <p>Professional Learning Focus Final May 8th, 2024</p>

* See the section on “Midpoint Evaluation.”

* See the section on “How to Finish an Evaluation.”

Off-Cycle Teachers

In alignment with HB2957, OKCPS will implement the following evaluation schedule for “Career Teachers.” Teachers holding an Emergency Certification are not eligible.

1. Any “Career Teacher” that is evaluated SY 19-20 and scores highly effective or above will be exempt until SY 22-23.
2. Any “Career Teacher” that is evaluated SY 20-21 and scores highly effective or above will be exempt until SY 23-24.
3. Any “Career Teacher” that is evaluated SY 21-22 and scores highly effective or above will be exempt until SY 24-25
4. Any “Career Teacher” that is evaluated SY 22-23 and scores highly effective or above will be exempt until SY 25-26.

Formal Observations

As stated earlier, formal observations will occur once per year. These observations will be a **minimum** of 30 minutes in length and include a pre- and post-conference. The forms for the pre-and post-conferences are found in iObservation. Each teacher will complete the document in bulleted form.

STEP 1- Pre-Conference: Use the Marzano Focused Teacher Evaluation Model: Planning Conference Questions. The teacher will submit the pre-conference form to his/her evaluator via iObservation. **All pre-conference questions must be completed.** The evaluator will set the date, time, and place for the in-person, pre-conference meeting. The pre-conference meeting should be held in the teacher’s room. This will allow the teacher to show the evaluator specific ways they have prepared their classroom for the upcoming observation. During the conference, the teacher should discuss what the evaluator should see when the evaluator comes into the classroom. The evaluator may ask for clarification, make suggestions, or offer guidance based on the responses on the pre-conference form as well as the conference dialogue. Finally, a date and time will be set for the observation by the teacher.

STEP 2- Observation The evaluator will conduct the observation using iObservation.

STEP 3- Post-Conference Use the Marzano Focused Teacher Evaluation Model:

Reflection Conference Questions. Evaluators will provide the teacher with the post-conference form immediately following the observation. When providing the post-conference form, evaluators will also provide the date, time, and place for the post-conference. As with the pre-conference, holding the post-conference in the teacher's room allows the teacher to explain the specifics of their classroom. **After the teacher electronically returns the post-conference form, the evaluator should “share” (not “finish”) the observation via iObservation.** This will also allow the evaluator the opportunity to add to the observation before it is finalized. **Please note post-conferences must be held within five (5) days of the Formal Observation.** During the post-conference, the teacher and evaluator should summarize the lesson, analyze student learning against the planned purpose, and consider ways the learning will impact future instruction. **After the conclusion of the post-conference, the evaluator will “finish” the observation in iObservation.** This finalizes the observation results.

Informal Observations

Informal Observations will be unannounced and count toward a teacher's final evaluation score.

An unannounced Informal Observation is:

- 15-20 minutes in length,
- The teacher is not informed in advance of the observation.
- The evaluator will provide timely, written, actionable feedback, and the results **will be** used in the final evaluation scores.
- A minimum of 4 elements will be scored

Peer Observations (Highly Recommended, Not Required)

Peer observations are observations conducted by teachers in iObservation or any other district-approved data collection resource. Peer observers will only provide comments and actionable feedback. Teachers will not score using the Marzano rating scale. These observations do not count toward summative evaluations. It is important to note iObservation restricts access to peer observations. In other words, only the teacher conducting the observation and the teacher being observed will have access to the observation. An administrator does not have access to any peer observations. Only the observed teacher has the right to share the peer observation with others. Teachers shall

not be required to share the peer observation with administrators.

It is important to note peer observations must maintain the same level of confidentiality as a standard (principal) observation. Teachers must respect the privacy and confidentiality of the information they gather throughout the observation process. Peer observation information shall not be shared with anyone other than the observing and observed teacher.

Walkthroughs Encouraged

Walkthroughs are short, non-evaluative observations to provide teachers with immediate feedback regarding classroom strategies on an ongoing basis. Characteristics of a Walkthrough are:

- ✓ 5-10 minutes in length,
- ✓ Recorded via iObservation,
- ✓ Same day, actionable feedback provided to the teacher, and
- ✓ Results will not be used in final evaluation scores.

Interventions and Support Plans for Teachers

Job-Embedded Support

Our job-embedded support is to continue the alignment with developing a team of highly-skilled, well-trained teachers, leaders, and staff to assist in professional learning and peer-to-peer developmental opportunities at school, department, and district levels. We are committed to developing the scope and sequence of professional development courses to be completed at each stage of a teacher's career. We are committed to setting and articulating the professional standards for all staff by job type and provide training programs aligned to those expectations. We are also committed to the facilitation of induction of new teachers by offering orientation, training, and mentor-teacher support. The district has many resources for teachers to receive additional interventions and support for all certified staff.

1. Category I teachers will receive additional support and resources through job-embedded professional development, The New Teacher Induction Program, OKCPS New Teacher Mentor , and the OKCPS Instructional Coaching Program.
2. Category II teachers will receive additional support and resources through job-embedded professional development; the teacher may elect to participate in the OKCPS Instructional Coaching Program.
3. If a teacher is rated as "Needs Improvement" or below, then by statute, the teacher will receive a "comprehensive remediation plan and instructional coaching." See 70 O.S. 6-101.16. The District will follow the Plan for Improvement guidelines as outlined in the

following section.

4. A principal may recommend a teacher to participate in additional site based professional development based on the Marzano Focused Teacher Evaluation Model. This includes but is not limited to professional development offerings and individual coaching sessions.

5. Teachers may also benefit from the instructional coaching services of the Curriculum Instruction Professional Learning, Early Childhood Education Department, Educational Technology Services Department, English Language Services, Office of Student Supports, and the Office of Exceptional Students.

6. On his/her own initiative, a teacher may participate in additional out-of-district professional development aligned with the Marzano Focused Teacher Evaluation Model.

A teacher's progress through the program may be assessed through reviewing observation data but is not limited to conferences, teacher-provided evidence, and student work evidence. It is recommended to conduct additional walkthroughs observations through iObservation that will not count towards a final evaluation to assess progress. Evaluators will provide clear, actionable feedback to teachers.

All Departments will work cooperatively to provide opportunities for job-embedded professional development.

Integrating Professional Learning Focus into the Teacher and Leader Effectiveness System

Student achievement is directly correlated to teacher quality and school leadership. “For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices.” (Mizell, 2010)

The evaluation process, when used properly, is a vehicle for educator growth. Meaningful feedback, collaboration, and mentoring are all part of the improvement cycle for any professional. Parallel to these efforts is the need for continual, meaningful professional learning opportunities. Research has shown that educators who participate in well-designed professional development activities get better results from their students (Guidance for the Reading First Program, 2002). This rationale is why integrating individualized programs of professional development into the Teacher and Leader Effectiveness (TLE) system is so important.

House Bill 2957 establishes that every policy of professional development adopted by a school district board of education shall provide for the development of a Professional Learning Focus (PL Focus) for each teacher and administrator. Recognizing that many districts may already have similar processes implemented while others may require specific guidance for creation of a PL Focus, the following guidelines have been established to ensure consistency across districts while allowing for local control:

- **A Professional Learning Focus must be established every year regardless of exemption status**
 - PL Focus should be introduced and explained to participants at the beginning of the year
 - This may be completed on an individual basis, by teams, or whole group
 - PL Focus should be established by the end of the first quarter of the school year
 - “Established” means designed collaboratively by participant and evaluator as well as approved by evaluator
 - Documentation should take place on the district-approved PL Focus template
 - **This document can be altered during the school year. The PL Focus can be enhanced as needed.**
 - PL Focus documentation should be completed by the end of the school year. However, the intended goal may extend over multiple years.
 - **Anyone evaluated under TLE must complete a Professional Learning Focus**
 - **PL Focus is developed by the teacher or administrator in collaboration with the evaluator**
 - PL Focus should not be dictated by the evaluator. The idea is to allow the teacher or administrator to actively engage with learning practices that are evidence-based, research practices that correlate with increased student achievement and meet the professional improvement needs of each participant.
 - **PL Focus is tailored to address a specific area identified through the qualitative component of the TLE (i.e. Tulsa Model, McReil, Marzano)**
 - At least one specific indicator/element should be documented as the primary PL Focus
 - The identified indicator/element does not have to be the lowest performance area of the evaluation
-

- **Participants are supported by resources available and supplied by districts and Oklahoma State Department of Education**
 - o Participant should help identify, within reason, resources that could aide in the implementation of the PL Focus
 - o PL Focus activities may include but not limited to:
 - Presenter-led workshops
 - Individual or faculty studies of books, scholarly articles, and video productions
 - Peer observations
 - Committee studies to address student achievement issues
 - Work related to a specific subject area or areas associated with obtaining an advanced degree or professional certification
 - Action research projects designed to improve student achievement
 - Participation in local, regional, or state initiatives associated with the development or implementation of curriculum standards
 - Work related with obtaining National Board Certification
- **PL Focus cannot increase professional development point requirements**
 - o The intent is to focus on professional training rather than to increase it
- **Rating scale will not be attached to Professional Learning Focus**
 - o The intent is not to grade the PL Focus, but to make personalize learning a goal for all participants each year
- **School districts are responsible for monitoring compliance. Documentation should include:**
 - o Identified area of focus (associated with indicator or element from district-approved TLE qualitative framework)
 - o Identified resources requested to attain goal
 - o Minimum of one documented checkpoint visit
 - Best practice is to complete at least two checkpoints during the year
 - o Reflective component where the educator may provide feedback related to their PL Focus
 - o Signature and date lines for evaluator and educator
 - Templates will be made available, but districts may choose to create their own document
- **Professional Learning Focus documentation should be attached to final evaluation**
 - o Verification of proper PL Focus implementation may be required during accreditation visits

Mizell, H. (2010). *Why professional development matters*. Learning Forward. Retrieved from https://learningforward.org/docs/pdf/why_pd_matters_web.pdf

Why is professional development so important (2005). Southwest Educational Development Library. Retrieved from <http://www.sedl.org/pubs/reading100/RF-NB-2005-Summer.pdf>

Plan for Improvement

If a teacher has an overall rating of **2.0 or below** after two observations counting toward the final evaluation, or in one (1) or more Elements after two observations counting toward the final evaluation, the teacher may be placed on a Plan for Improvement. The Plan for Improvement shall not exceed 60 calendar days. The teacher's evaluator shall be a resource for the teacher in completing the Plan for Improvement. The evaluator shall schedule weekly meetings. The teacher is responsible for completing the requirements of the Plan for Improvement by the Plan's end date. The evaluator shall provide the teacher with written notification of the outcome of the Plan for Improvement by the Plan's ending date.

Completing an Instructional Plan for Improvement

In order for the process of a Plan for Improvement to begin, two (2) observations counting toward the final evaluation may be completed. If the teacher has an overall rating of 2.0 or below, then the evaluator may begin the Plan for Improvement process as outlined below. Click [here](#) for the "Instructional Plan of Improvement template.

STEP 1- The evaluator will develop a plan based on the template provided based on the Instructional Plan for Improvement. When scheduling the meeting, it is recommended the evaluator ask the teacher to review his/her past observations via iObservation and come to the meeting with suggestions on how to improve.

STEP 2- Conduct the Plan for Improvement meeting. During the meeting, the evaluator will review the observations resulting in an Ineffective rating. Specifically, the evaluator and teacher will discuss the "Marzano Focused Teacher Evaluation Model Targeted Element(s)" section.

STEP 3- The evaluator and teacher will identify a plan of action to improve the teachers performance. This plan of action should be collaboratively created; however, the evaluator should provide clear guidance as to the required outcome. The evaluator will review the admonishment statement with the teacher and provide the teacher with an opportunity to comment on the Plan.

STEP 4- During the weekly meetings, the evaluator will give specific feedback on progress or lack thereof, towards meeting the Instructional Plan of Improvement.

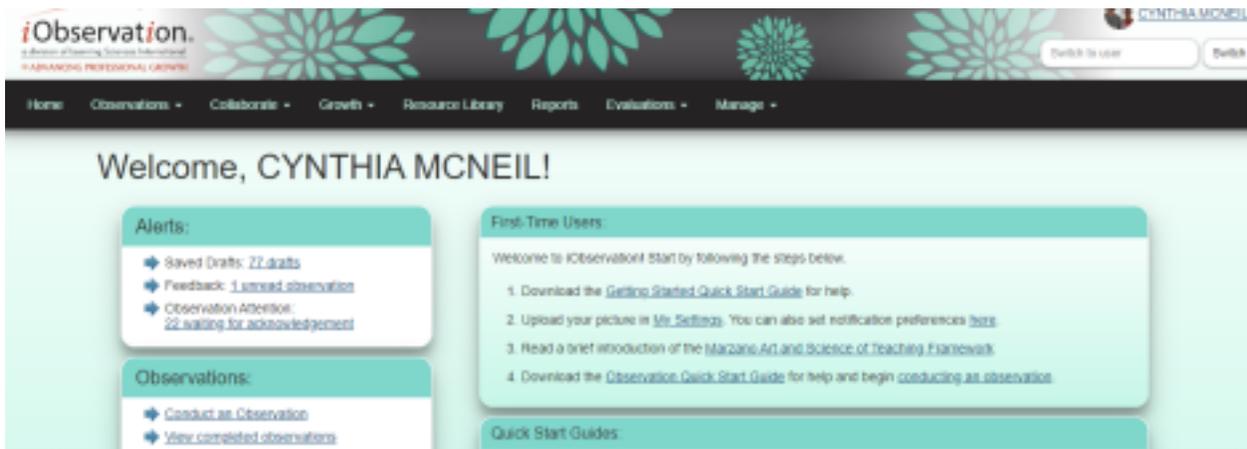
Ideally, instructional coaching should be provided by the evaluator. Possible Instructional coaching may come from the site instructional coach, a lead teacher, a district professional development coordinator, and/or a district content coordinator. The evaluator must be closely involved in the monitoring of the coaching.

STEP 5- At the end of the Plan of Improvement the evaluator will provide a conclusion summary of the Plan. Click [here](#) for an example template. Be sure to modify the

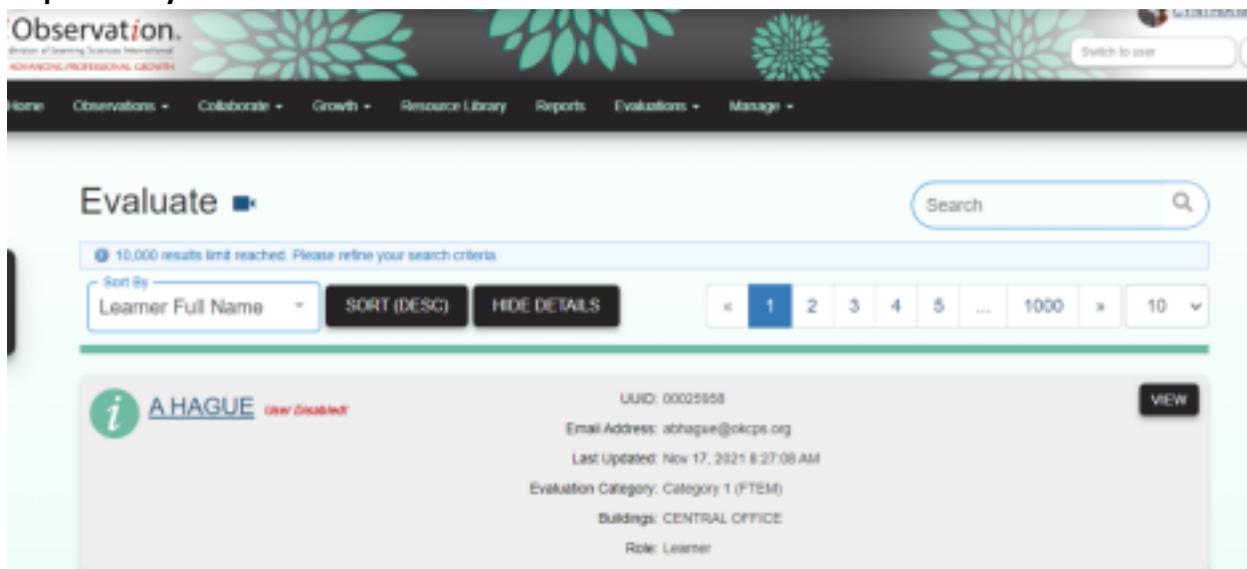
verbiage of the template to fit the correct direction of the summary. During the meeting, the evaluator and teacher shall discuss the Plan, and the evaluator shall make recommendations in the section provided. The teacher then has an opportunity to comment on the Plan. The evaluator should also include any comments he/she may have as well as the next steps. Both the teacher and the evaluator must sign and date the form in the area provided.

Midpoint Evaluations are to be completed at the midpoint of the observation/evaluation cycle. Think of the midpoint evaluation as a progress report for the teacher.

Step 1: Hover over “Evaluations” and click “Evaluate”.



Step 2: Find your teacher’s name. Click “View” next to the teacher’s name.



*** If you receive a N/A or have any other issue, immediately contact the TLE office.**

Step 3: Check to see if the correct observations are listed under “Observations used in this Evaluation.” HINT- if an observation is missing, or if the wrong observation has been counted,

See “Quick Start Guide- Revert to Draft.”

Instructional Practice Weight: 100.0%

4.0
Highly Effective

Observations used in this Evaluation top

Review's Added	Obs. Type	Type	Finished	Form	Observer	
No	Standard	Informa	Oct 25, 2021 4:40:09 PM	Mazzoni Focused Non-Classroom Instructional Support Personnel Evaluation Model	ALONZO COMBLES	View
No	Standard	Informa	Feb 11, 2022 11:46:30 AM	Mazzoni Focused Non-Classroom Instructional Support Personnel Evaluation Model	ALONZO COMBLES	View
No	Standard	Informa	Apr 19, 2022 1:11:55 PM	Mazzoni Focused Non-Classroom Instructional Support Personnel Evaluation Model	ALONZO COMBLES	View

Step 4: Click sign and finish

Comments

Comment:



Step 5:

Home Observations Collaborate Growth Resource Library Reports Evaluations Manage

CAPITOL HILL HIGH

Capitol Hill MS

CENTRAL OFFICE

CESAR CHAVEZ ELEMENTARY

ADRIANA ALFONSO

ADRIANNE HOPOOOD

ADRENNE HAUCK

ALEXANDER CURRAN

***Evaluation Type**

Midpoint

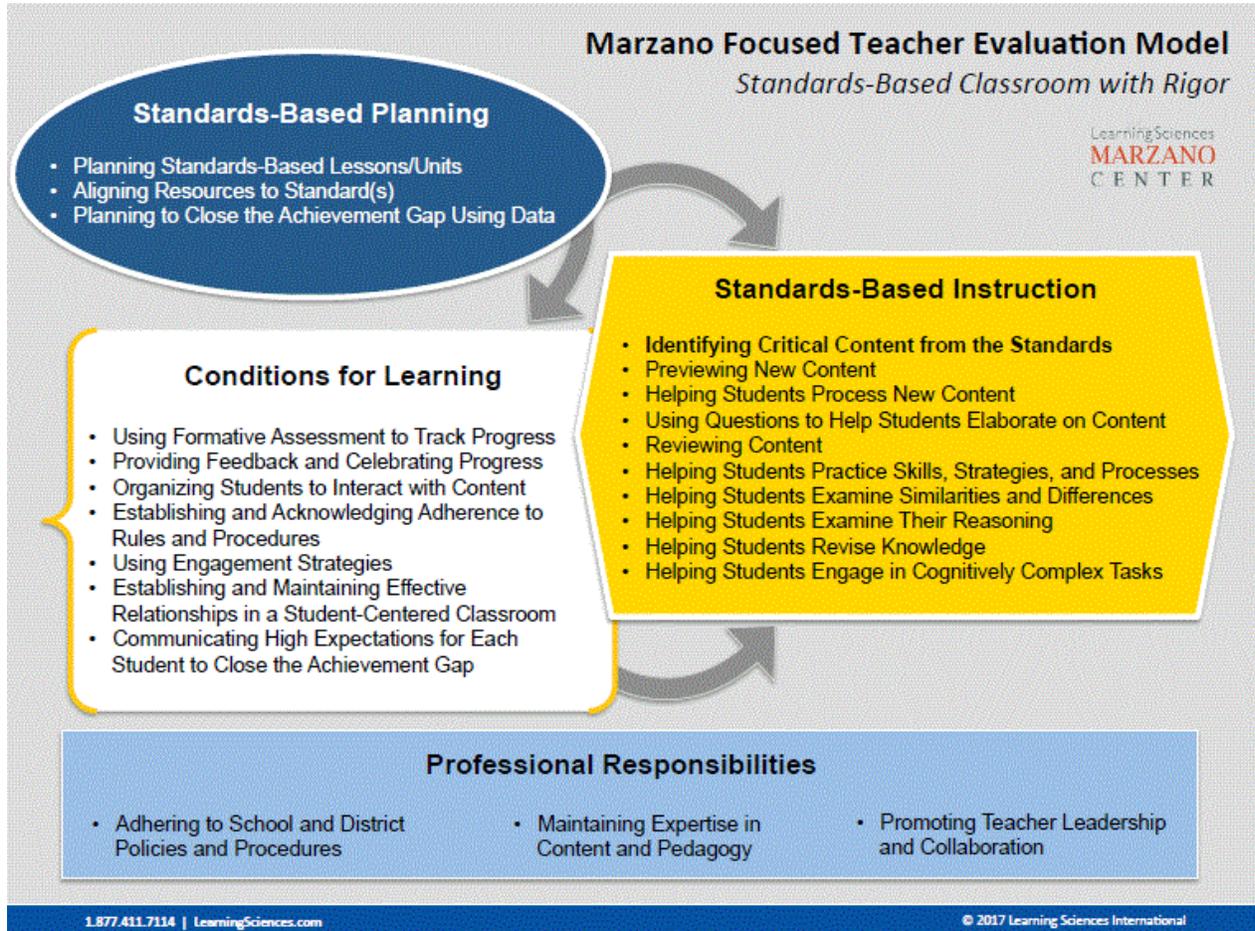
***Electronic Approval**

I, CYNTHIA MCNEEL, certify that AARON COTTON has been evaluated and that this is a representation of my electronic approval.

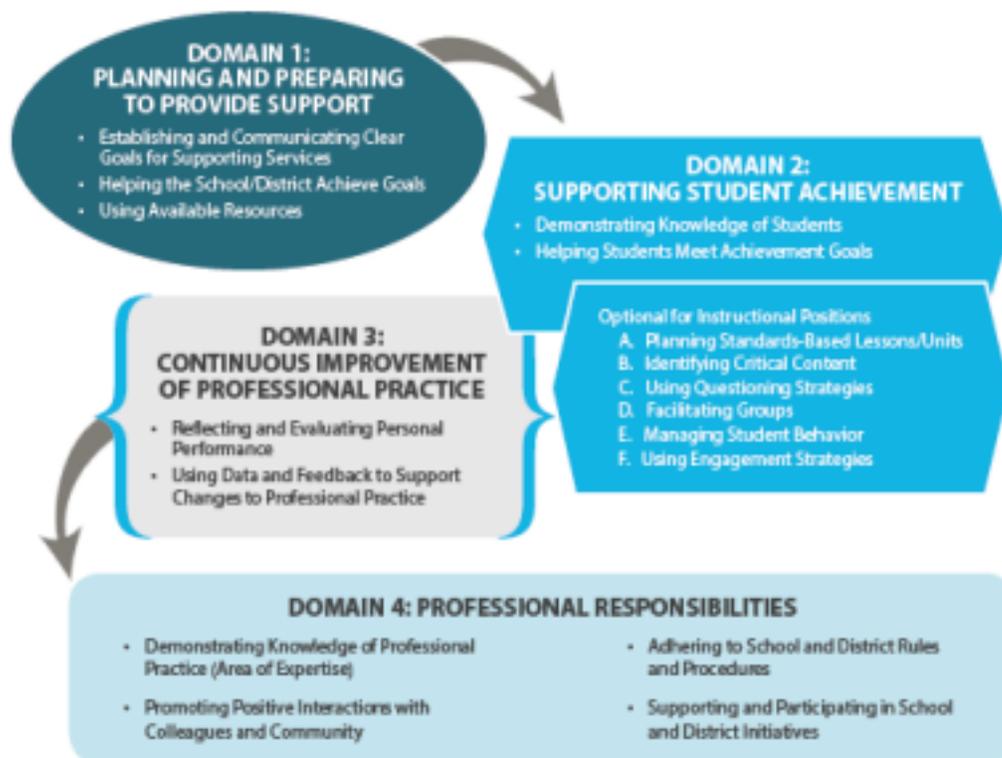
***Additional Acknowledgment**

The Final Score rating can be acknowledged once it becomes available.

Appendix A- Marzano Focused Teacher Evaluation Model



Appendix B- Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model



APPENDIX C- Job Title Form

Job Title	Evaluator	Form
Classroom teacher... music, art, P.E., strings, Ell, etc.	Principal/Assistant Principal	Classroom Form
Principal	Director/ Associate Director	Leadership Form
Psychologist	Director	Non-Classroom Form
Counselor	Principal/Assistant Principal	Non-Classroom Form
Speech-Pathologist/Therapist	Principal/Assistant Principal	Non-Classroom Form
Registered Nurse	Principal/Assistant Principal	Non-Classroom Form
Media-Specialist	Principal/Assistant Principal	Non-Classroom Form
Remedial-Specialist Elementary	Principal/Assistant Principal	Non-Classroom Form
Remedial-Specialist Secondary	Principal/Assistant Principal	Non-Classroom Form
Assistant-Principal	Principal	Leadership Form
Special Education Co-Teacher	Principal/Assistant Principal	Classroom Form
Special Education-inclusion, pull-ou, hearing impaired, vision	Principal/Assistant Principal	Classroom Form
ISS Teacher	Principal/Assistant Principal	Non-Classroom Form
Site Athletic Director	Principal/Assistant Principal	Non-Classroom Form
Instructional Coach	Principal/Assistant Principal	Non-Classroom Form
JROTC Master Instructor	Principal/Assistant Principal	Classroom Form
Administrative Intern	Principal	Leadership Form
Behavior Interventionist	Principal/Assistant Principal	Non-Classroom Form

Appendix D - OKCPS/AFT Signed Agreement

An agreement has been entered into this _____ day of _____,

by and between Oklahoma City Public Schools and Oklahoma City AFT Local 2309, of the American Federation of Teachers. It is understood and agreed that the 2023-2024 Oklahoma City Public Schools (OKCPS) Teacher and Leader Effectiveness (TLE) Guidelines will be in effect for the 2023-2024 school year unless both parties deem it necessary to modify said Guidelines.

Dr. Sean McDaniel, Superintendent OKCPS Date

Torie Pennington, OKC AFT Local 2309 Date

Addendum

To quickly assist AFT members in TLE exemption status concerns, the union has requested that the district release exemption status for its members. To comply with the law, the district has agreed to do so for AFT members who provide written authorization. Therefore, we ask that you notify the AFT office in writing through a Google Form that will be provided by AFT if you wish to authorize the district to disclose your exemption status only and the year first exempted to the union. Please know that no evaluation scores will be disclosed.

22_23 TLE Teacher Guidelines (1)

Final Audit Report 2022-08-19

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By: Teresa Sneed (tlsneed@okcps.org)

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Agreement completed.

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