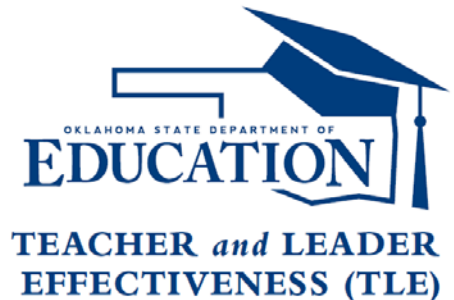# Teacher and Leader Effectiveness:
Other Academic Measures for Superintendents and Administrators

Dr. Kerri White, *Assistant State Superintendent, Educator Effectiveness*

Dr. Jenyfer Glisson, *Executive Director, Teacher and Leader Effectiveness*

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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!
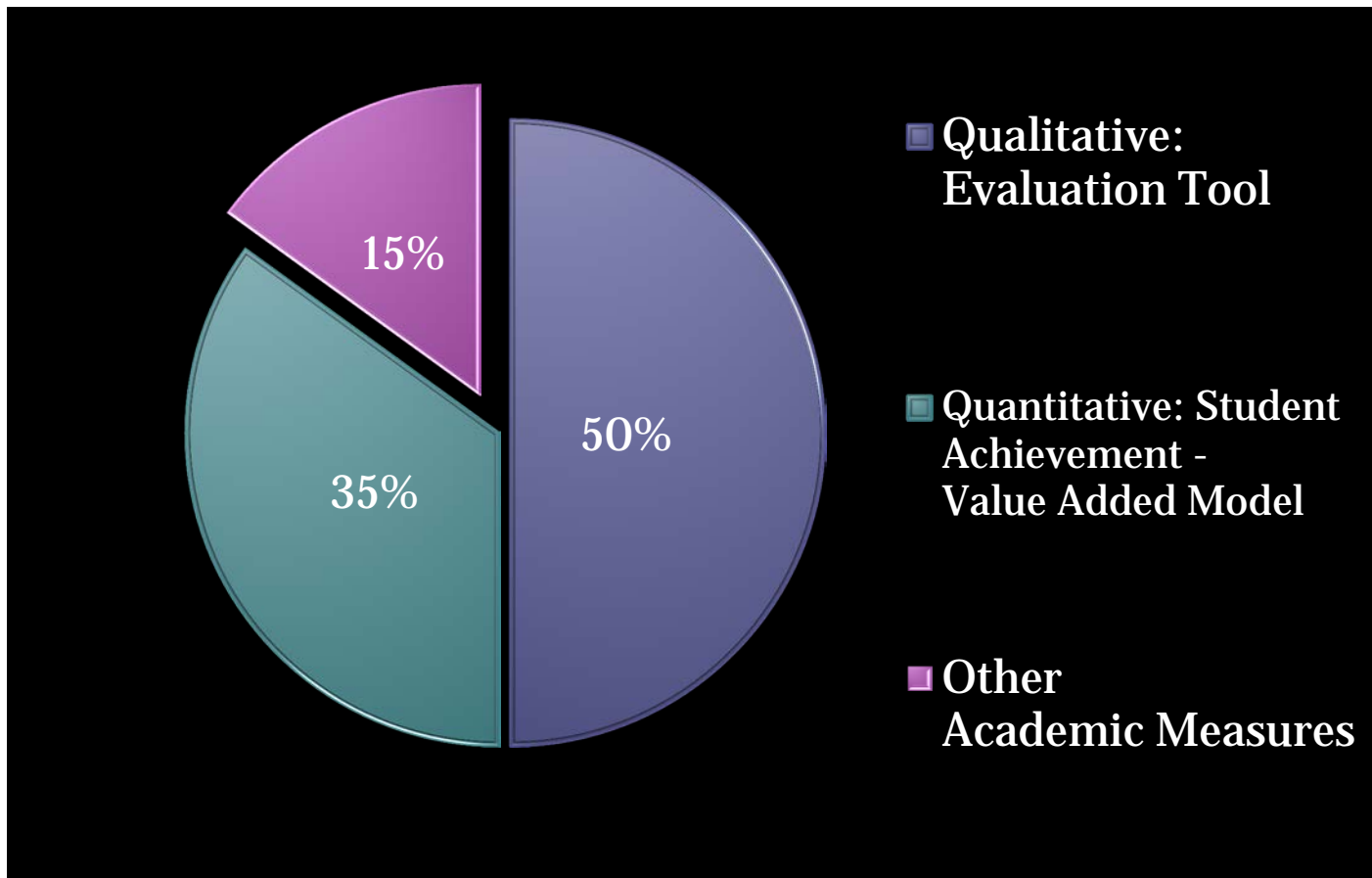

TEACHER & LEADER EFFECTIVENESS

Statutory Requirements

➢ 50% of ratings based on quantitative components

- 35% student academic growth using multiple years of standardized test data
- 15% based on other academic measurements

70 O.S. § 6-101.16

Components of the TLE System

Other Academic Measures

15% of Total Evaluation Score

Other Academic Measures: 15% of Total Evaluation

- Additional alternative instruments ensuring a robust evaluation

- Capture unique facets of effective teaching

- Reflect student academic performance impacted by the teacher

- Specific to job assignments

Approved OAMs

- **Working group of 60+ educators and stakeholders**

    - Their suggestions were taken to the TLE Commission
    - The TLE Commission approved the OAM suggestions
    - The Oklahoma State Board of Education approved the recommendations from the TLE Commission

■ Approved Other Academic Measures List

The measures listed below are approved for the Other Academic Measures (OAMs) component of the TLE System. Districts have discretion to allow additional OAMs for teachers and leaders for whom there are not at least two options on the approved list that are relevant to their job duties and provide actionable feedback, as long as the additional OAMs meet the definition of Other Academic Measure approved by the Oklahoma State Board of Education based on the recommendations of the TLE Commission.

Category of Measure	Approved Measures	Examples of Possible 5-Tier Rating Scales
State Assessments	• End of Instruction (EOI) • Oklahoma Core Curriculum Tests (OCCT) • Oklahoma Alternate Assessment Program (OAAP)	5 – 95% proficient or advanced 4 – 85% proficient or advanced 3 – 75% proficient or advanced 2 – 65% proficient or advanced 1 – less than 65% proficient or advanced 5 – 20% increase in student proficiency 4 – 15% increase in student proficiency 3 – 10% increase in student proficiency 2 – 5% increase in student proficiency 1 – less than 5% increase in student proficiency
Value-Added Model (VAM) Score (If one of these components is used for the 35% Student Academic Growth component for the teacher or leader, it cannot be selected as the 15% Other Academic Measure unless the teacher has an Individual VAM score used for the 35% Student Academic Growth.)	• School-wide VAM (All subjects) • School-wide VAM (Literacy and Numeracy) • School-wide VAM (Literacy) • School-wide VAM (Numeracy) • Individual VAM	5 – 5 on School-Wide Value Added Score 4 – 4 on School-Wide Value Added Score 3 – 3 on School-Wide Value Added Score 2 – 2 on School-Wide Value Added Score 1 – 1 on School-Wide Value Added Score
"Off the Shelf" Assessments – Assessments commonly used throughout the state and/or nationally.	• Advanced Placement (AP)/International Baccalaureate (IB) Exams • Assessments on the ACE Alternate Test List • BEAR/DIBELS/Literacy First • Computer Generated Assessments • EXPLORE/PLAN/ACT/WorkKeys • Industry Recognized Certification Exams • NWEA MAP Tests • SAT/PSAT • Star Reading/Star Math • Test of English as a Foreign Language (TOEFL) • Other state or nationally available assessments that generate student scores automatically (In other words, the cut scores are consistent across all districts and states.)	5 – 100% on grade level 4 – 90% on grade level 3 – 80% on grade level 2 – 70% on grade level 1 – less than 70% on grade level 5 – 20% increase in passing rate 4 – 15% increase in passing rate 3 – 10% increase in passing rate 2 – 5% increase in passing rate 1 – less than 5% increase in passing rate

Category of Measure	Approved Measures	Examples of Possible 5-Tier Rating Scales
A-F Report Card Components	• Overall School Grade or GPA • Student Academic Performance Grade • Student Growth Grade • Whole School Performance Grade • Any A-F Report Card Component (e.g., Graduation Rate, Bottom 25% Growth)	5 – A on an individual component 4 – B on an individual component 3 – C on an individual component 2 – D on an individual component 1 – F on an individual component 5 – Improvement of GPA by one point 4 – Improvement of GPA by one-half point 3 – Improvement of GPA by one-quarter point 2 – Same GPA 1 – Lowered GPA
Surveys	• Gallup Student Poll • Tripod Student Perception Survey	5 – 90% approval rating with 75% response rate 4 – 80% approval rating with 75% response rate 3 – 70% approval rating with 75% response rate or 80% approval rating with 50% response rate 2 – 60% approval rating with 75% response rate or 70% approval rating with 50% response rate 1 – Less than 60% approval rating with 75% response rate or less than 70% approval rating with 50% response rate
Student Competition	• National, State, Area, or Regional Competitions (Sponsored or OSSAA or similar organization) • Robotics Competitions • State Science Fair	5 – 1st or 2nd place in area competition 4 – 3rd or 4th place in area competition 3 – 1st or 2nd place in regional competition 2 – Invitation to regional competition 1 – No invitation to regional competition 5 – 20% increase in students who qualify to compete 4 – 15% increase in students who qualify to compete 3 – 10% increase in students who qualify to compete 2 – 5% increase in students who qualify to compete 1 – less than 5% increase in students who qualify to compete
Miscellaneous	• IEP Goal Attainment • Linguifolio • Service Learning Project Portfolios • Student Community Service Project Portfolios • Teacher/Leader Portfolios • Third Grade Promotion • State-, District- and/or Consortium-Developed Benchmark Assessments	5 – 100% of Students Meeting All IEP Goals 4 – 90% of Students Meeting All IEP Goals 3 – 80% of Students Meeting All IEP Goals 2 – 70% of Students Meeting All IEP Goals 1 – Less than 70% of Students Meeting All IEP Goals Each measure in the Miscellaneous Category is unique; therefore, it is not possible to give examples of 5-tier rating scales for each measure. Locally- or regionally-developed rubrics may be needed to establish 5-point rating scales for some of these measures. To the degree possible, the State Department of Education will work with district representatives to develop state models of rubrics and rating scales for these measures.

■ Other Academic Measure Sample Worksheet
Based on Recommended Procedures

TEACHER/LEADER'S NAME	POSITION	SCHOOL YEAR

SCHOOL DISTRICT	SCHOOL

PART A: To be completed within the first nine-weeks of school or as set by district policy.

STEP 1: Identify an Academic Area of focus

STEP 2: Identify the Pre-Assessment chosen and results of the Pre-Assessment

STEP 3: Select an Other Academic Measure

Check One (or more than one if allowed by district policy)	Identify Specific Selection
☐ State Assessments	
☐ Value-Added Model (VAM) score	
☐ "Off the Shelf" Assessments	
☐ A-F Report Card Components	
☐ Surveys	
☐ Student Competition	
☐ Miscellaneous	
☐ Other (Only allowable if there are not two options on the Approved OAM List that are relevant to the job duties of the educator)	

STEP 4: Establish a SMART Goal

STEP 5: Establish a 5-Point Rating Scale

5	
4	
3	
2	
1	

DATE COMPLETED

EDUCATOR'S SIGNATURE*

ADMINISTRATOR'S SIGNATURE*

*Signatures indicate that the educator and administrator agree to the goal and 5-point rating scale that will be used in the final evaluation.

PART B: To be completed at the end of the school year or after instruction in the academic area of focus is complete.

STEP 6: Evaluation

OAM Rating Score	Evidence or Comments

DATE COMPLETED

EDUCATOR'S SIGNATURE*

ADMINISTRATOR'S SIGNATURE*

*Signatures indicate that the educator and administrator agree to the factual findings of the rating assigned.

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Practicalities

Please refer to the OAM Brochure

Adopted Recommendation #11

Recommended Procedures for Evaluation Processes Discussed in Recommendation #10, Section 2.a

During the first nine weeks of school, each teacher and each leader shall do each of the following:

1. Determine an academic area of focus for the teacher or leader's students that will guide the OAM for the teacher or leader.

2. Administer a pre-assessment or locate data that can be used as a pre-assessment of the academic area of focus.

3. Select an OAM that will be used to measure the performance of the academic area of focus at the end of the year (or after instruction for the academic area of focus is complete). See "Approved Other Academic Measures List."

4. Establish a SMART goal for the academic area of focus as measured by the OAM. SMART goals are Specific, Measurable, Attainable and Ambitious, Results-driven, and Time-bound. SMART goals should be established based on pre-assessment data.

5. Establish a 5-point rating scale for the SMART goal, where 5 is Superior, 4 is Highly Effective, 3 is Effective, 2 is Needs Improvement, and 1 is Ineffective.

6. By way of signature, receive agreement from the evaluator on the SMART goal and 5-point rating scale. Additional consultation may be necessary in order to reach agreement.

End of School Year

At the end of the school year (or after instruction for the academic area of focus is complete), all teachers and leaders shall consult with their respective evaluators to determine if the SMART goal was reached and what score will be assigned based on the previously agreed upon 5-point rating scale for the OAM.

Local Board Policies

Please refer to the OAM Brochure

Teacher & Leader Effectiveness: Other Academic Measures

Adopted Definition (#6A)

Other Academic Measures are additional alternative instruments ensuring a robust teacher evaluation, capturing unique facets of effective teaching, and reflecting student academic performance impacted by the teacher.

Adopted Definition (#6B)

Other Academic Measures are additional alternative instruments ensuring a robust leader evaluation, capturing unique facets of effective leadership, and reflecting student academic performance impacted by the leader.

Adopted Requirement (#7A)

The teacher will make the annual selection of the Other Academic Measure from a list approved by the Oklahoma State Board of Education that has also been approved by the local board of education so that each teacher has at least two options that are grade level appropriate.

Adopted Requirement (#7B)

The leader will make the annual selection of the Other Academic Measure from a list approved by the Oklahoma State Board of Education that has also been approved by the local board of education so that each leader has at least two options that are grade level appropriate.

Adopted List (#8)

Other Academic Measures List (see page 5).

Adopted Requirement (#9)

District OAM policies must:

1. Follow the guidelines adopted by the Oklahoma State Board of Education based on recommendations of the TLE Commission.
2. Only allow for use of OAMs that meet the definition adopted by the Oklahoma State Board of Education based on recommendations of the TLE Commission.
3. Require teachers and leaders to select an OAM that is relevant to the job duties of those educators and can provide actionable feedback.
4. If there are at least two options of OAMs listed on the Approved Other Academic Measures List that are relevant to the job duties of a teacher or leader, that educator must select one of the options on the list. If there are not at least two options of OAMs listed on the Approved Other Academic Measures List that are relevant to the job duties of a teacher or leader, the local school board must provide at least two relevant options that meet the definition of Other Academic Measure adopted by the Oklahoma State Board of Education.
5. Create an OAM evaluation rating for each teacher and each leader on a 5-point scale, where 5 is Superior, 4 is Highly Effective, 3 is Effective, 2 is Needs Improvement, and 1 is Ineffective.

Adopted Recommendation #10

The following suggestions are provided to give guidance to districts in the establishment of policies related to OAMs:

- Districts may consult with a consortium of districts (such as their local REAC³H Network) or regional committees to provide consistency from district to district on the development and implementation of local OAM policies.

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District OAM evaluation policies should consider the following:

- Determining timelines and processes for selection of OAMs, end of year scoring of OAMs, and inclusion of OAM results into the final evaluation score.
- Offering as many OAM choices as possible to teachers and leaders
- Determining whether a teacher or leader may select more than one OAM.
- Allowing Value Added Model (VAM) scores
- Establishing a process for teachers and leaders to collaboratively develop SMART goals and 5-point rating scales with peers.
- Establishing a mediation process
- Providing processes for teachers or leaders who encounter extenuating circumstances

TLE Implementation Side-By-Side in Accordance with SB 426

Qualitative Evaluations+ OAM Pilots + Value-Added Pilot 2013-2014	**Qualitative + OAMs Data Gathered + Value-Added Data Gathered 2014-2015**	**First Year of Full TLE Implementation 2015-2016**	**Second Year of Full TLE Implementation 2016-2017**
Qualitative Evaluation Fully Implemented	Qualitative Evaluation	Qualitative Evaluation	Qualitative Evaluation
Mandatory OAM Pilot – NO STAKES	OAMs gathered at Site Level for 2015-2016 Teacher Evaluation	OAMs from 2014-2015 used in this year's Teacher Evaluation	OAMs from 2015-2016 used in this year's Teacher Evaluation
Mandatory Roster Verification/Value Added Pilot Spring 2014 – NO STAKES	Roster Verification Completed/ Value-Added Data Compiled for 2015-2016 Teacher Evaluation	OAMs gathered at Site Level for 2016-2017 Teacher Evaluation	OAMs gathered at Site Level for 2017-2018 Teacher Evaluation
		Value-Added Data from 2014-2015 used in this year's Teacher Evaluation	Value-Added Data from 2015-2016 used in this year's Teacher Evaluation
		Roster Verification Completed/ Value-Added Data Compiled for 2016-2017 Teacher Evaluation	Roster Verification Completed/ Value-Added Data Compiled for 2017-2018 Teacher Evaluation
		1st Year of Tracking Teacher Evaluation using Complete TLE System for employment decisions	All Components of the TLE System Used to Guide Employment Decisions

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District Steps for TLE Implementation in Accordance with SB 426

Spring/Summer 2013

- Participate in Voluntary Roster Verification Pilot April-May
- Ensure training of new administrators in TLE framework to evaluate teachers
- Ensure training of district staff in TLE framework to evaluate leaders
- Work with district teachers, administrators, and board members to develop OAM policy/procedures

SY 2013-2014
Qualitative Implementation+ Quantitative Pilot

- Per Statute, all districts use state approved TLE Qualitative Evaluation Framework to evaluate teachers and leaders
- Ensure training of new administrators/district personnel in TLE framework for evaluations
- Pilot OAMs – Based on local district board recommendations, teachers select OAM with administrator. OAM gathered at site and reported to OSDE for pilot year informational purposes
- District data coordinators or personnel collaborate with OSDE to ensure data collection is complete for Roster Verification
- Spring 2014 - Complete Roster Verification
- Value-Added Data Collected and Compiled for Informational Purposes to Guide Instructional Practice
- Use OAM Pilot year data and information to finalize and adopt local board policies for OAMs

SY 2014-2015
Qualitative Implementation + Quantitative Data Compiled for SY15-16 Evaluations

- Per Statute, all districts use state approved TLE Qualitative Evaluation Framework to evaluate teachers and leaders
- Ensure training of new administrators/district personnel in TLE framework for evaluations
- Teachers select OAMs with administrator. Site gathers OAM data from SY 2014-2015 to be used in SY 2015-2016 evaluations.
- District data coordinators or personnel collaborate with OSDE to ensure data collection is complete for Roster Verification
- Spring 2015 - Complete Roster Verification
- Value-Added Data collected and compiled to be used in SY 2015-2016 evaluations
- Work with local school board to make any necessary adjustments to OAM policy

SY 2015-2016
Full Implementation of TLE

- Per Statute, all districts use state approved TLE Qualitative Evaluation Framework to evaluate teachers and leaders
- Ensure training of new administrators/district personnel in TLE framework for evaluations
- OAMs from 2014-2015 used in this year's Teacher Evaluation
- OAMs selected and data compiled at Site Level for 2016-2017 Teacher Evaluation
- Value-Added Data from 2014-2015 used in this year's Teacher Evaluation
- Roster Verification Completed/ Value-Added Data Compiled for 2016-2017 Teacher Evaluation
- All Components of the TLE System Used to Guide Employment Decisions

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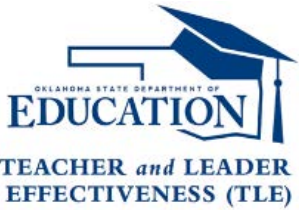
Possible Timeline for Other Academic Measure (OAM) Pilot Implementation for 2013-2014 School Year

<u>September</u>
- ✓ Local school board and/or the superintendent select sites within the district for representative sampling. (Note: For those districts with a significant number of school sites, a representative sampling should include at least enough elementary schools, middle schools, and high schools to be statistically representative of the entire district. For those districts with a small number of school sites, all sites will need to participate in order to be representative of the sites within the district. All educators within each school site identified for the pilot year should participate in the OAM process.)
- ✓ Local school board and/or the superintendent convene a representative group of teachers and leaders to draft local OAM Policies. (Note: Recommended procedures can be found in the OAM Brochure on the OSDE Web site: http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/TLE_e-Brochure_0.pdf.)
- ✓ Local school board approves OAM Policies for the 2013-2014 Pilot Year.
- ✓ Principals of selected sites collaborate with teachers for whom there are not two appropriate options on the State Board Approved OAM List to select additional OAMs for local school board approval. (Note: Each educator must have two appropriate options from which to choose. If two appropriate options for an educator exist on the State Board Approved OAM List, the educator must choose one from the list.)

<u>October</u>

- ✓ All teachers and leaders of selected sites select an individual OAM.
- ✓ OAM proposals must be relevant to the job duties of that educator, provide actionable feedback, and be based on a 5-point scale.   (5-Superior, 4-Highly Effective, 3-Effective, 2-Needs Improvement, 1-Ineffective)
- ✓ Supervisors/evaluators confirm that the OAM selection is directly related to the educator's job duties and meets the definition of OAMs approved by the State Board of Education.
- ✓ Supervisors/evaluators approve the 5-point scale for each educator's OAM (or similar process as established by the local board policy).
- ✓ The superintendent submits proposals for additional OAMs to local school board for approval on behalf of educators for whom there are not two appropriate options on the State Board Approved OAM List.
- ✓ Site principals incorporate approved OAM policy into on-going evaluation process. (Note: See Page 7 of the OAM Brochure for a recommended template: http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/TLE_e-Brochure_0.pdf.)

Frequently Asked Questions

FAQs

- When will Other Academic Measures become part of teachers' evaluation scores?

  - Statute requires all districts to participate in a no-stakes pilot OAM collection in 2013-2014. In 2014-2015, all teachers and leaders will collect OAM data to be included as 15% of their final evaluation scores in 2015-2016.

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FAQs

- Why is there a year lag between the time Other Academic Measures are collected at the site level and when they are calculated as part of teachers' final evaluation scores?

  - Because many of the approved OAMs options include benchmarks, state exams, and even value added scores, much of the data used to evaluate a teachers' effectiveness using OAMs will not be available until late spring/early summer, after site evaluations have been completed. Therefore, a one-year lag between collecting data for the quantitative portion of the TLE system, including OAMs, and using that data as part of teacher evaluation scores will always exist.

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FAQs

- **When should local school boards begin adopting policies for Other Academic Measures?**

  ▫ The collection of OAMs will occur in the 2013-2014 school year for pilot purposes. The OSDE strongly suggests that local boards begin to adopt policies regarding Other Academic Measures in the spring of 2013. School districts and school boards should work closely with educators from their districts to develop policies.

FAQs

- **If there are at least two approved Other Academic Measures on the State Board approved list, may a local school board adopt additional academic measures for the teacher to use as part of his/her evaluation?**

  ▫ No. If there are two OAMs on the approved list that apply to a teacher's specific job assignment, the teacher must choose an OAM from the approved list. School boards may only adopt additional OAMs if there are not two measures that apply to specific teachers on the State Board approved list of OAMs. Please refer to adopted definitions/requirements/recommendations #6a-11 for additional questions you may have regarding the adoption of additional OAMs.
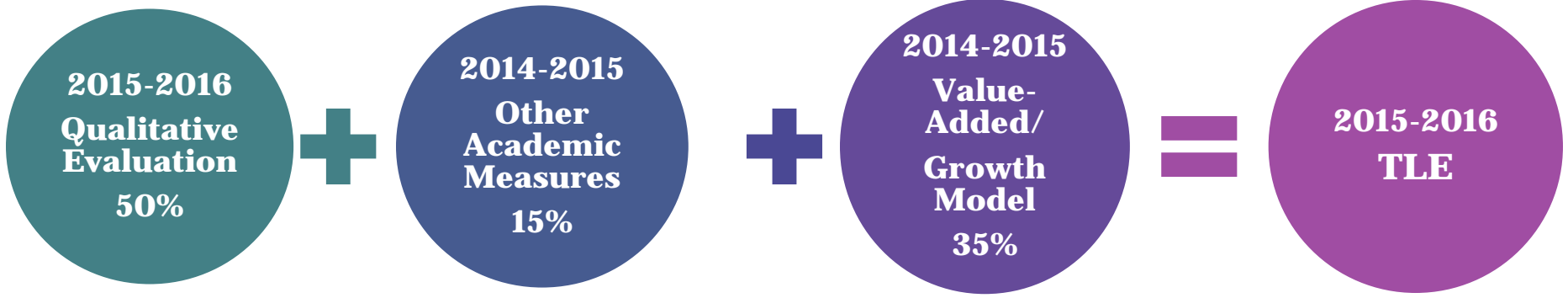
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FAQs

- **Will all teachers and leaders with the same job description have the same OAM?**

  - Not necessarily. Each teacher and leader will select an OAM that is relevant to his/her job duties. Teachers or leaders who have the same job description may choose to use the same OAM with the same SMART goals, but they are not required to do so.

FAQs

- How will Other Academic Measures data be collected and reported to the OSDE?
  - The Oklahoma State Department of Education is currently partnering with the Office of Management and Enterprise Services (OMES) to develop a data application which will allow administrators to enter qualitative and OAM scores electronically. More information regarding reporting will be given to you as soon as it is available.

Full Implementation of TLE 2015-2016

2015-2016 Qualitative Evaluation 50%

+

2014-2015 Other Academic Measures 15%

+

2014-2015 Value-Added/ Growth Model 35%

=

2015-2016 TLE

Contact Information

- www.ok.gov/sde
- Ginger DiFalco, TLE Coordinator
  - ginger.difalco@sde.ok.gov
  - 405-522-8298
- Jenyfer Glisson, Executive Director of TLE
  - jenyfer.glisson@sde.ok.gov
  - 405-522-8298