brock

international prize in education

2014 Brock International
Prize in Education Nominee

Keith Ballard, Jana Burk, and Talia Shaull

Nominated by Vickie Williams

TULSA

An Overview of the Tulsa Model for Observation and Evaluation

It is the mission of Tulsa Public Schools to provide a quality learning experience for every student, every day, without exception. There are many ingredients to improving student achievement, but none more important than an effective teacher in every classroom. The Tulsa Model defines, measures and support effective teaching—for every school and every classroom.

Excellence and High Expectations with a Commitment to All

The Tulsa Model

How the system was developed

Tulsa Public Schools knew that the teacher evaluation system must be designed with teachers, for teachers. As such, it developed the Tulsa Model in collaboration with Oklahoma educators and administrators and in consultation with national experts in teacher and leader effectiveness.

The Tulsa Model is based upon principles of continuous improvement and real-world application. The District evaluates and uses feedback from teachers and leaders to refine the system and continually improve evaluation training.

The Research

The value of the system's framework and processes depend upon lessons learned from the field as well as rigorous, independent research. The practices within the Tulsa Model have been verified by published, peer-reviewed studies and are shown to be correlated with growth in student achievement scores[1].

Moreover, the Tulsa Model itself has been validated in two separate, external studies, revealing that every indicator within the framework is positively correlated with student achievement.

Using the Tulsa Model, educators will be able to:

- Use a common framework and language for evaluation.
- Provide educators with clear expectations about what is being assessed, as well as standards that should be met.
- Send messages about what is most meaningful.
- Increase the consistency and objectivity in evaluating professional performances.
- Provide educators with information about where they are in relation to where they need to be for success.
- Identify instructional practices that drive student achievement.
- Give educators guidance for evaluating and improving their work.

> **"**It's important for teachers to see where they are involved, and where they need to do more. This gives us the ability to improve on our strengths and on our weaknesses.**"**
>
> **– Stefani Bartholomew,
> Tulsa "Teacher of the Year 2011"**

[1] Kane, Thomas J.; Taylor, Eric S.; Tyler, John H; and Wooten, Amy L. (2011). "Identifying Effective Classroom Practices using Student Achievement Data." The Journal of Human Resources, 46:3; see also Kane, Taylor, Tyler and Wooten (2010). "Identifying Effective ClassroomPractices Using Student Achievement Data." National Bureau of Economic Research Working Paper 15803; see also Cotton, Kathleen; Northwest Regional Educational Lab (2000). "The Schooling Practices that Matter Most."

What the process entails

The The Tulsa Model is an evidence-based process of educator evaluation anchored in specific domains, dimensions and indicators reflecting national best practices and current research regarding effective instruction.
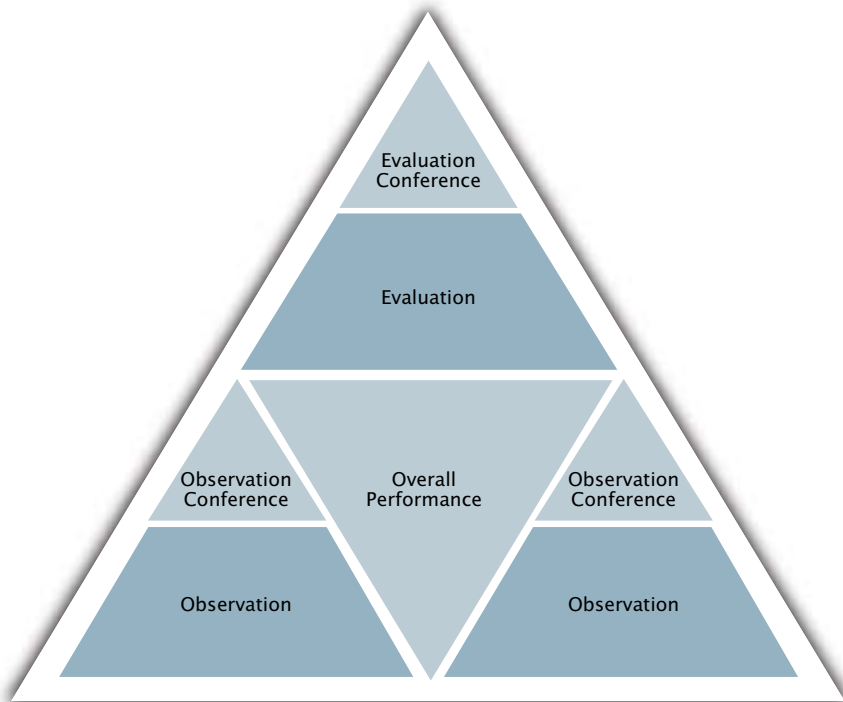
Aligned to improvement, Tulsa Public Schools included an extensive system of feedback and support as part of the Tulsa Model, including personal development plans for every teacher with an Ineffective (1) or Needs Improvement (2) rating. Personal development is not an event, but a series of ongoing and responsive training opportunities for learning, improvement and growth.

> "I know exactly what I'm being measured on. I know exactly what I'm supposed to be doing. It identifies the 5 domains very clearly."
>
> –Omar Vivar, Teacher, Kendall-Whittier Elementary

The Tulsa Model approaches personal development not as an event, but a series of ongoing and responsive training opportunities for learning improvement and growth.

The Rubric: Pursuant to State Law, the rubric and numeric scores for evaluations are based on a five-point scale. The rubric-centered Tulsa Model provides definitions of professional proficiency (effectiveness) for all 5 rankings:
• Based on research and best practices;
• Developed and improved hand-in-hand with teachers; and
• Containing 20 indicators residing within 5 domains:
  1. Classroom Management
  2. Instructional Effectiveness
  3. Professional Growth and Continuous improvement
  4. Interpersonal Skills
  5. Leadership

The rankings of N/A and N/O are used for not applicable and not observed behavior (evidence), respectively. The numeric scores represent the following rankings:

1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior
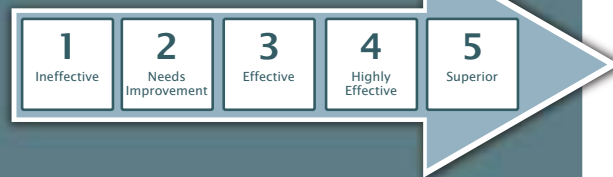
Observation: The observation is the intentional study and analysis of the teacher's classroom performance to date—guided by the detailed descriptions of the rubric and recorded in the observation form, which simplifies the rubric. A minimum of two (2) observations are required before every evaluation.

Evaluation Form: The evaluation form offers a technology-enhanced tool that documents patterns of effectiveness according to the rubric's definitions of professional proficiencies.

The Conference: Following observation and evaluation, teachers are provided with a status check and road map to improve effectiveness.

Support: Focuses on (1) Ineffective and (2) Needs Improvement

Impact of the Tulsa Model

Using the Tulsa Model, Tulsa Public Schools has experienced:
- Student achievement gains
- Improvements in identifying and distinguishing levels of professional performance for both teachers and evaluators
- More support for less than effective teachers and evaluators
- Exit of ineffective teachers and evaluators
- Alignment of professional development plans and evaluation findings
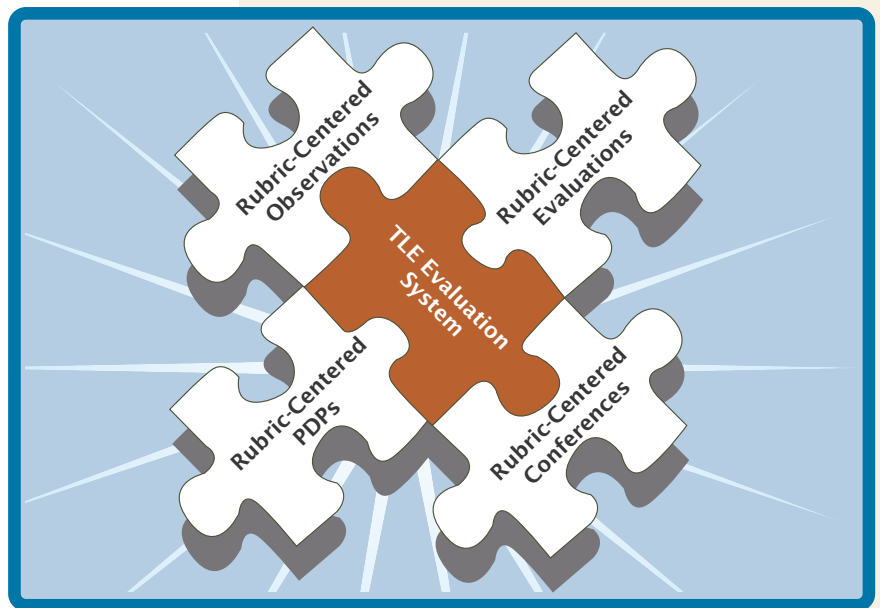
Lessons Learned

Leverage teacher and administrator input.
Improve the system based on real-world implementation.
Simplicity is best.
Train evaluators, and train them again.
Ensure inter-rater reliability and accuracy with a certification and re-certification process.
Seek, embrace and respond to teacher and evaluator input, especially regarding the decisions that impact them.
Fidelity and fortitude are important.
Develop, listen to and engage the help of community and outside resources.

"At the end of the year, after your observations, you should have a pretty good idea what your evaluation is going to look like. All the way along you've had that communication with the evaluator and it's been based on measurable, observable objectives."

–Lynn Stockley, President,
Tulsa Classroom Teachers Association

"It gives the teachers the information they need to be able to improve their practices."

–Stacy Vernon, Principal,
Rogers College High

For additional information on rubrics, forms, the evaluation handbook and other materials, visit: **www.tulsaschools.org**.

Teacher & Leader Effectiveness Evaluation (TLE)
a.k.a. "SB 2033" and "Race to the Top"

Oklahoma's application for Round 2 of the *Race to the Top* Competition for federal grant monies is premised upon the Oklahoma Legislature's enactment of SB 2033 – touted by former Governor Henry and legislative leaders as significant education reform, particularly in the area of evaluation, compensation, retention, and termination of teachers. Below is a summary of the most relevant changes involving teacher rights that will be implemented over the next few years as a result of this legislation.

Teacher Evaluations

The centerpiece of SB 2033 is the establishment of a new evaluation system – the Oklahoma Teacher and Leader Effectiveness Evaluation (TLE) – which will have quantitative and qualitative assessment components built into a five-tier rating system:

1. Superior
2. Highly effective
3. Effective
4. Needs improvement
5. Ineffective

The quantitative components require that:

- **35%** of the assessment be based upon student academic growth using multiple years of standardized test data
- **15%** of the assessment be based upon other academic measurements.

The remaining **50%** of the evaluation will be based upon rigorous and fair qualitative assessment components.

The TLE will be developed by the State Board of Education for adoption by December 15, 2011 and local boards of education must adopt an evaluation system that contains the new TLE minimum criteria no later than the **2013-14 school year.**

The TLE rating system will then be a component of any incentive pay plan that rewards teachers who are increasing student and school growth in achievement, as well as a component for achieving career status and in the retention of teachers.

Teacher Status

Beginning July 1, 2012, in order to attain **career teacher** status a teacher must:

- Complete four (4) consecutive complete school years in one school district under a temporary or continuing teaching contract **AND**
- Average a TLE rating of at least <u>effective</u> for the four-year period.

   OR

- Complete three (3) consecutive complete school years in one school district under a temporary or continuing teaching contract **AND**
- Achieve a TLE rating of <u>superior</u> for at least two (2) of the three (3) school years.

If a teacher is employed by a school district during the 2011-12 school year, then they are subject to the current requirements for achieving career status – completion of three consecutive complete school years in one school district under a temporary or continuing teaching contract.

Beginning July 1, 2012:

- A **probationary teacher** will be defined as any teacher who has not achieved career status. If a teacher is employed by a school district during the 2011-12 school year, they are subject to the current definition of a probationary teacher – completion of less than three (3) consecutive complete school years in one school district under a written teaching contract.

- A **career teacher** shall be **recommended for non-reemployment or dismissal** subject to the provisions of the Teacher Due Process Act of 1990 if:
  - they received an <u>ineffective</u> TLE rating for <u>two (2)</u> consecutive school years;
  - they received a <u>needs improvement</u> TLE rating for <u>three (3)</u> consecutive school years; **OR**
  - they did not average at least an <u>effective</u> TLE rating over a <u>five (5)</u> year period.

- A **probationary teacher** shall be **recommended for non-reemployment or dismissal** subject to the provisions of the Teacher Due Process Act of 1990 if:
  - they received an <u>ineffective</u> TLE rating for <u>two (2)</u> consecutive school years; **OR**
  - they fail to attain career teacher status within a <u>four (4)</u> year period.

The current admonishment statute will change beginning July 1, 2012 to reflect the ratings contained in the TLE. Teachers will still be entitled to an admonishment, a written plan for improvement, administrator assistance, and a reasonable period to correct any perceived teaching deficiencies prior to a recommendation for non-reemployment or dismissal.

While these changes may appear daunting at first blush, the substantive employment and due process rights of teachers have been protected. However, there are substantive changes in the evaluation process and in other areas that are tied to increasing student and school academic achievement. We will be providing more detailed analyses of these provisions in future publications.

Tulsa Public Schools' Teacher Observation and Evaluation System:
Its Research Base and Validation Studies

Summary

The Tulsa teacher evaluation model was developed with teachers, for teachers.   It is based on current, best practices and national research findings. Tulsa Public Schools has subjected its model to independent validation studies in both a no-stakes and higher-stakes context using working principals with only minimal calibration training. The studies confirmed that the Tulsa teacher evaluation model measures teacher practices that track student achievement growth.   By responding appropriately to the research findings and input of working teachers and principals, Tulsa Public Schools is ensuring that it has an empirically robust system that teachers, administrators, parents and other stakeholders trust.

Research-Based and Teacher-Developed

Developed with teachers through intensive study of research and best practices

Tulsa Public Schools began the development of its evaluation system in 2009 as part of its education reform work with the Bill and Melinda Gates Foundation. A study group comprised of national evaluation experts, TPS teachers, curriculum specialists and principals reviewed dozens of teacher evaluation instruments and research studies.   Using the research findings and their professional expertise, the study group developed recommendations and a list of specific principles to guide the overall structure and substance of the teacher evaluation rubric. A smaller team created from the members of the work group used the guidance and the underlying research materials to create the evaluation framework (the evaluation rubric).

Research base

The research base supporting the TPS framework is broad in that it includes the work of multiple practitioners and academic researchers.   Two groups of studies, however, are particularly noteworthy: the recommendations of the Northwest Regional Educational Lab[1] and the research findings of Harvard researcher Thomas Kane and his colleagues.[2]   These studies confirm that the underpinnings of the Tulsa model are observable practices associated with increases in student achievement.

---

[1] Kathleen Cotton, Northwest Regional Educational Lab (2000). "The Schooling Practices that Matter Most." ASCD.

[2] Kane, Thomas J., Taylor, Eric S., Tyler, John H., and Wooten, Amy L. (2011). "Identifying Effective Classroom Practices using Student Achievement Data," The Journal of Human Resources, 46:3. See also

In 2000, ASCD (the Association for Supervision and Curriculum Development) published a well-regarded paper by Kathleen Cotton and the Northwest Regional Educational Lab that provides valuable insight into what should be included within a teacher evaluation framework. Their publication analyzed research findings on educational practices to identify the core contextual and instructional factors that enable students to learn successfully. Not surprisingly, many of the attributes noted in Cotton's paper relating to teacher practices and competencies were well-established characteristics of effective teaching and continue to be so. Indeed, in addition to the Tulsa model, the practices are commonly found within many well-known teacher frameworks and education treatises, including, but not limited to, Charlotte Danielson's *Framework for Teaching* and Robert Marzano's *The Art and the Science of Teaching*.

With regard to Tulsa's model, specifically, its rubric assesses many of the contextual factors identified in the Cotton paper, including the teacher's ability to clearly communicate and support high behavioral expectations, to consistently apply rules and standards of behavior, to stop disruptions quickly, maximize learning time, differentiate and adapt instruction to the needs of faster and slower learners, pace lessons appropriately, minimize time for transitions, monitor student progress, etc.

The Tulsa model also incorporates many of the instructional practices identified as vital to increasing student achievement. Among other factors, Tulsa's rubric measures a teacher's ability to explain lessons and objectives clearly, to describe the relationship of the current lesson to previous learning, to use strategies such as advance organizers, to ask questions that engage student interaction and enable the teacher to monitor student understanding, to provide for "wait time" when questioning students, and give timely feedback and reinforcement.

Many of the practices incorporated within the Tulsa model are also proven in empirical terms by published, peer-reviewed research. A research team led by Thomas Kane, an economist with Harvard Graduate School of Education, analyzed numerous teacher practices and whether a teacher's proficiency in using a specific practice tracked his or her quantitative impact on student achievement growth (i.e., whether the teacher's observation score on certain performance criteria tracked that teacher's value-added score). The researchers found that a teacher's competence in certain practices did, in fact, predict the achievement gains made by the teacher's students in both math and reading. These practices, derived primarily from the descriptions in Charlotte Danielson's *Framework for Teaching*, centered on matters of classroom management and instructional effectiveness. For example, the practices included, among others, the teacher's ability to manage and monitor student behavior and respond appropriately, as well as the teacher's ability to use higher-order questioning techniques and provide timely feedback to student about their progress.

Kane, Taylor, Tyler, and Wooten. (2010). "Identifying Effective Classroom Practices Using Student Achievement Data," National Bureau of Economic Research Working Paper 15803. Kane, Taylor, Tyler, and Wooten. "Evaluating Teacher Effectiveness," Education Next. www.educationnext.org/ evaluating-teacher-effectiveness. Summer 2010.

Tulsa's evaluation framework incorporates the practices Kane found to be associated with student achievement. In particular, Tulsa's model measures a teacher's ability to: clearly define and support expected behavior; develop plans to achieve identified objectives; use higher-level questioning techniques; engage all learners; differentiate instruction and activities to respond to differences in student needs; provide adequate and timely feedback; adjust instruction based on the results of monitoring; and create a caring, respectful and effective learning environment.

Validation Studies

A validation study determines if the evaluation protocol measures what matters—whether teachers' individual evaluation scores as measured by a qualitative evaluation instrument track their quantitatively measured impact on student learning.   As the American Institutes for Research explains, a validation study of an evaluation protocol/instrument should measure the "correlation between a teacher's evaluation protocol score and the teacher's value-added score."[3] Tulsa has subjected its evaluation system to two types of validation studies—a rigorous study conducted through the Bill and Melinda Gates' MET Validation Engine project as well as a correlational analysis of Tulsa's own, "real-world" evaluation and value-added data by the University of Wisconsin's Value-Added Research Center. Both independent studies validated the Tulsa model.

MET Validation Engine Analysis

In the fall of 2011, Tulsa Public Schools participated in the pilot of the MET Validation Engine—a research project of the Bill and Melinda Gates Foundation developed by Empirical Education Inc., an education research company.   The Validation Engine Project allowed the District to determine the predictive validity and rater consistency of the Tulsa model's protocol—its teacher evaluation rubric— through an independent study conducted by national experts.

Using a web-delivered software tool, a representative sample of Tulsa principals viewed over 160 classroom observation videos and rated those videos using the Tulsa teacher evaluation rubric.   The videotaped lessons were full recordings of actual ("real-world") math and English/Language Arts classes from other school districts around the country and ranged in length from 45 minutes to 1.5 hours. The researchers from Empirical Education had several years of value-added data for each teacher whose classroom performance was viewed and ranked by Tulsa's principals, but this information was not shared with the Tulsa principals, who had to judge the teacher's performance based solely on their use of the Tulsa model's evaluation rubric. By comparing the principals' rankings with the value-added

---

[3] It is inappropriate for validation purposes to compare teachers' evaluation scores with student or school attainment scores—measures of proficiency/achievement calculated outside the context of complex growth modeling. To do so ignores the fact that students have drastically different levels of prior achievement (starting points) at the beginning of a school year and that student achievement is also affected by individual student characteristics unrelated to a teacher's practices and competencies.

scores of the teachers, the researchers from Empirical Education were able to test the validity of the Tulsa model. Specifically, they worked to determine whether, and to what extent, the observation instrument captures and reflects teacher practices that are correlated with growth in student achievement.

A notable component of this study is that it used working principals with very minimal calibration training—not expert raters of small research teams. As explained in the recent research paper by the Gates Foundation titled *Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains*,[4] when the study of an observation instrument uses research teams of the instrument developers, themselves, "it can be hard to distinguish between the power of the instrument and the special expertise of the instrument developers themselves to discern effective teaching."[5] Stated another way, the instrument needs to be transferable.   "We don't just want to know whether a small group of experts can distinguish between effective and ineffective instruction; we want to know whether a larger group of observers with little special expertise beyond a background in teaching can be trained to look for the same competencies."[6]

The findings of the MET Validation Engine study were positive and confirmed that the Tulsa model measures what matters—that it captures practices that are empirically associated with gains in student achievement. Specifically, the study revealed that every indicator included within the Tulsa model that a principal uses when observing a classroom performance is positively correlated with growth in student achievement as measured by state assessments.

Analysis by the University of Wisconsin

In addition to the MET Validation Engine Project, the Tulsa model has also been studied by the University of Wisconsin's Value-Added Research Center (VARC). Instead of evaluating the Tulsa rubric in the context of isolated classroom observations, this research team studied Tulsa's evaluation system by comparing teachers' value-added data to their respective overall evaluation scores—which are based largely on classroom observations *but also* the totality of the principals' experience with the teacher throughout the evaluation period, including competencies that are not observable in a classroom observation such as leadership qualities and attention to professional growth and development. This study used actual evaluation and value-added data from the District, itself. As such, this analysis allowed researchers to study the use of the evaluation system in a real-world, high-stakes setting—an important test of validity.

To conduct the study, the researchers from the Value-Added Research Center needed teachers' value-added scores and those teachers' respective overall evaluation scores.   Tulsa Public Schools has value-

---

[4] *Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains*.   Bill and Melinda Gates Foundation. Lead Authors: Kane, Thomas J.; Staiger, Douglas O., 2012. http://www.metproject.org/downloads/MET_Gathering_Feedback_Research_Paper.pdf.

[5] *Id.* at p.5.

[6] *Id.*

added scores for the 2010-2011 school year for all teachers in subjects for grades 4-12 for which there were state assessments. Because the Tulsa teacher evaluation model has been used District-wide since 2010-2011, it also has a database of teachers' overall evaluation scores as measured by the Tulsa model for that same time period. The VARC research team calculated the correlations between a teacher's evaluation score using the Tulsa model and his or her value-added score for the 729 instances in which there were both types of data. The researchers also determined which indicators were more predictive of student achievement growth than others.

As with the MET Validation Engine, the research team from VARC issued positive results validating the Tulsa model. Teachers' overall evaluation scores as measured with the Tulsa evaluation model were positively correlated with their respective value-added scores. Similarly, every indicator in the Tulsa model was positively correlated with this student growth measure. Indeed, the average correlation between the teachers' value-added scores and their respective evaluation scores across all subjects using the Tulsa evaluation system was 0.22. The largest samples were those for fourth and fifth grades. The correlation for fourth grade math was 0.23 and the correlation for fifth grade math was 0.45. The equivalent numbers for reading were 0.20 and 0.18.

Overall, these results are similar to those described in academic literature of well-known evaluation instruments. [7] For example, in the 2010 study noted above by Kane et. al., "Identifying Effective Classroom Practices using Student Achievement Data," regarding a nationally recognized evaluation model, the researchers found an overall correlation between value-added scores and a observation-based scores for math of 0.17 and an overall correlation for reading of 0.21. The Kane study also found the items measuring classroom management and instruction are most highly correlated with value-added. Correlations of Tulsa data have the same result. Notably, the results also mirrored to a significant extent the findings of the MET Validation Engine pilot with regard to which indicators were good predictors of value-added scores.

---

[7] At first, one might expect correlations above 0.20, but the academic literature consistently finds estimates in this range for three important reasons. First, a teacher's value-added score is a statistical estimate of their true value-added score. Plus, the observation score is an estimate of the true observation score of what a master grader would find if observing every class for the entire year. Finally, we do not expect the true value-added score to be perfectly correlated with the true observation score because they are different measures of effectiveness. When all three of these factors are combined, it drives down the correlation between the value-added score and the qualitative evaluation score one would expect to a correlation that is below 0.5 yet still positive. This is what one sees empirically in both Tulsa and the academic literature.

For related discussions and similar findings in a slightly different context, see *Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains,* supra, in which researchers analyzed teacher performance and student growth data relevant to nearly 1500 teachers to determine the alignment of several national teacher observation instruments and future value-added scores.

Using the Validation Data for Continuous Improvement

Both the MET Validation Engine and the University of Wisconsin/VARC studies provided rich details about the Tulsa evaluation protocol. The District will use this data in a variety of ways to enhance its evaluation system. For example, in the MET Validation Engine study, the indicators in the Tulsa model with the highest predictive power were those relating to a teacher's competence in monitoring her students' learning and modifying her instruction accordingly; planning lessons relative to short-term and long-term objectives based upon the results of monitoring; demonstrating and modeling the desired skill or process for her students; and summarizing the lesson. The findings issued by VARC confirmed the importance of these indicators and others.

The District will leverage the power of the more powerful indicators by intensifying the principal calibration training on them and ensuring that the rubric language relating to the indicators is as clear and precise as possible. Likewise, the District will reevaluate the language pertaining to less powerful indicators. For example, the indicator relating to a teacher's ability to optimize the classroom's physical learning environment was not a strong predictor in the MET Validation Engine pilot. While it was positively correlated with student achievement gains, it was only minimally predictive, especially in comparison to the predictive abilities of other indicators within the Tulsa framework. The same is true of the indicator relating to leadership, such as a teacher's willingness to contribute to school and district initiatives, a characteristic not observable in a classroom observation alone. The VARC research indicated that it is much less powerful than other indicators, and as such, the District will analyze its language and consider alternative language that would more closely track student achievement gains.

Conclusion

As noted above, the Tulsa evaluation model is unique in that it was developed with teachers, for teachers. It is also empirically sound. It is based on current, best practices and national research findings. Independent studies have validated and confirmed that the Tulsa model measures what matters. By appropriately responding to research findings and leveraging the strengths of its teacher evaluation rubric, Tulsa Public Schools is ensuring that it supports the best use of the teacher evaluation system—the identification and development of teacher practices that have the greatest impact on student achievement.

TLE Observation & Evaluation Handbook for Evaluators using the Tulsa Model

2013-2014

A reference and process guide for the Teacher and Leader Effectiveness (TLE) evaluation, support system and processes for teachers—developed collaboratively by Oklahoma teachers and administrators within the Tulsa Public Schools.

1. The Background

1.1
A Research-Based, Collaboratively Designed Process

In consultation with national experts in teacher and leader effectiveness, Oklahoma teachers and administrators have developed this research-based, independently validated evaluation process. A critical accomplishment of their effort is the teacher rubric that provides detailed descriptions of different proficiency levels and identifies the knowledge, skills and practices correlated with growth in student achievement. The rubric was designed in collaboration with the Tulsa Classroom Teachers' Association (TCTA) using current research and knowledge of the best practices underpinning professional competencies.[1]

1.2
Feedback-Driven Improvements

As a result of survey and stakeholder forum feedback from teachers and leaders, the observation and evaluation forms of the TLE system were substantially simplified and improved in the summer of 2011 and the spring of 2012. In late January 2012, the District received the results of the validation study conducted by Empirical Education, one of the research organizations implementing the MET Validation Engine Pilot in cooperation with the Bill and Melinda Gates Foundation. The District also received validation results from the University of Wisconsin. The findings of the MET Validation Engine study and the validation study from the University of Wisconsin were positive and confirmed, once again, that the Tulsa model measures what matters—it captures practices that are empirically associated with gains in student achievement. Specifically, the studies revealed that every indicator included within the Tulsa model that a principal uses when observing a classroom performance is positively correlated with growth in student achievement as measured by state assessments. The results of that validation study as well as a similar analysis conducted by the University of Wisconsin (with similar results) are detailed in the research brief submitted to the State Department of Education on March 7, 2012.

Because the District is committed to continuous improvement and a successful rollout of the Tulsa model state-wide, it incorporated a minor update to its model to reflect the new research findings. Namely, while each of the indicators within the rubric is positively correlated with student growth, Indicator 6, the indicator pertaining to the physical organization of the classroom, is only minimally associated with student achievement growth. Indicator 19, on the other hand (regarding a teacher's interactions with students, colleagues, families and stakeholders), addressed multiple practices within a single measure, each of which has solid correlations with growth in student achievement. In light of these findings, the District (with input from principals and teacher representatives) has decided to eliminate the language which had been in

---

[1] Kathleen Cotton, Northwest Regional Educational Lab (2000). "The Schooling Practices that Matter Most." ASCD. See also, Eric S., Tyler, John H., and Wooten, Amy L. (2011). "Identifying Effective Classroom Practices using Student Achievement Data," The Journal of Human Resources, 46:3. See also Kane, Taylor, Tyler, and Wooten. (2010). "Identifying Effective Classroom Practices Using Student Achievement Data," National Bureau of Economic Research Working Paper 15803. Kane, Taylor, Tyler, and Wooten. "Evaluating Teacher Effectiveness," Education Next. www.educationnext.org/evaluating-teacher-effectiveness. Summer 2010.

Indicator 6 and replace it with one of the multiple practices measured within Indicator 19 —in particular, the teacher's interactions with students.

As a result of replacing Indicator 6 with this language taken from Indicator 19, Indicator 6 will measure a teacher practice with stronger links to student growth, and Indicator 19 will be more focused, relating exclusively to a teacher's interactions with individuals other than students. The District also clarified language and made formatting improvements to the model for the sake of clarity and simplification.

As noted in the introduction, we will continue to solicit and respond to user input in order to continuously improve the system for purposes of improving student achievement.

1.3 Training

The TLE system processes require a series of on-going, informative and responsive training opportunities for learning, improvement and growth. The primary vehicles for this development are facilitated learning circles as well as professional learning community work.   The learning circles will be tailored to the needs of the participants and will emphasize processes, effective practices and technology tools, allowing for re-training where needs arise. An intensive focus of training is to support and ensure evaluators' inter-rater reliability and accuracy.

2. Introduction to Rubrics and Performance Rankings

2.1
Overview of Domains, Dimensions and Indicators

The TLE Observation and Evaluation System is an evidence-based process of teacher evaluation, feedback and support anchored in specific **domains, dimensions and indicators** reflecting national best practices and current research regarding effective instruction. The domains, dimensions and indicators within a **rubric** categorize and explicitly define effective teaching/performance along a spectrum of professional proficiency. The rubric creates a common language to guide evaluators' understanding of expectations and the various levels of performance.

2.2
How the Rubric's Domains, Dimensions and Indicators Enhance Assessments and Determine the Performance Ranking

Each domain has one or more dimensions and indicators. When performing an observation or evaluation, an evaluator must judge the teacher's performance as to each indicator. The evaluator bases his or her score for an indicator according to the rubric. The rubric contains a set of detailed narratives—scoring guidelines developed collaboratively by the district's administrators and teachers based upon professional practices linked to student learning. By evaluating the teacher's performance using the rubric's narratives, the evaluator:

- Creates a common framework and language for evaluation.
- Provides teachers with clear expectations about what is being assessed, as well as standards that should be met.
- Send messages about what is most meaningful.
- Increases the consistency and objectivity of evaluating professional performances.
- Provides teachers with information about where they are in relation to where they need to be for success.
- Identifies what is most important to focus on in instruction.
- Gives teachers guidance in evaluating and improving their work.

The evaluator's assessment is a reflection of the teacher's performance during formal observations as well as his or her overall performance. The evaluation software, whether Excel-based or web-based, calculates the average score for each domain according to the scores entered for each indicator within the domain. The overall evaluation score—the composite average—is determined by calculating a weighted average of the evaluation's domain scores.

2.3
Rankings of Performance

The rubric's descriptions as to each indicator are organized along a five-point scale with numeric rankings of 1 - 5. The rankings of N/A and N/O are used for not applicable and not observed behavior (evidence) respectively. The numeric scores represent the following rankings:

Ineffective 1	Needs Improvement 2	Effective 3	Highly Effective 4	Superior 5
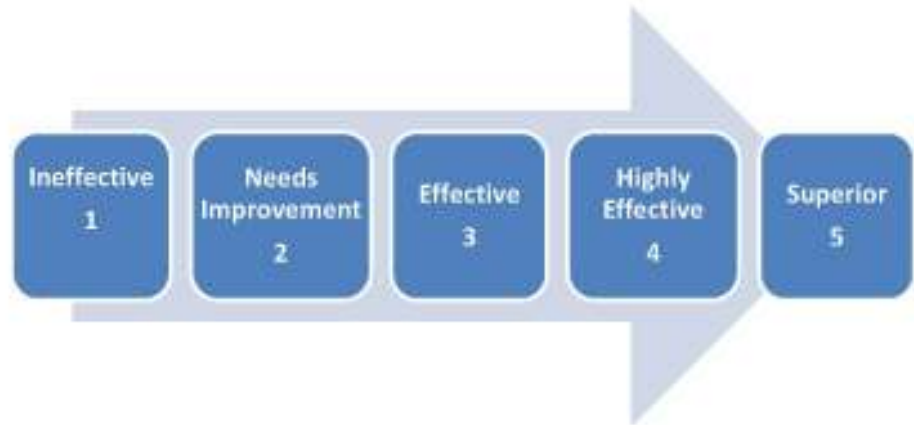
3. Overview of the System's Weighted Scoring

3.1

Relative Weights of Domains

Domains vary in importance, especially with regard to how much they impact student achievement. For purposes of establishing the overall effectiveness of a teacher's performance, and hence the overall evaluation score, the TLE Observation and Evaluation System weights the rubric's domains according to their relative importance.

Domains...
Their weights and their number of Indicators

Classroom Management (% weight / # of indicators)	Instructional Effectiveness (% weight / # of indicators)	Professional Growth (% weight / # of indicators)	Interpersonal Skills (% weight / # of indicators)	Leadership (% weight / # of indicators)
30% / 6	50% / 10	10% / 2	5% / 1	5% /1

4. The TLE Observation and Evaluation Process and Timeline

4.1
The Evaluation Pyramid

The TLE evaluation process is comprised of **observations**, **evaluations, conferencing and opportunities for feedback and support. Every evaluation** must be supported by (built upon) at least **two observations** in addition to the evaluator's overall assessment of the teacher's performance.

4.2
Who Performs the Observations and Evaluation

Only certified administrators who have completed the evaluation certification training may conduct observations and evaluations.

The evaluator who begins the observation process should see the assessment of the teacher's proficiency to completion through the issuance of an evaluation, including PDPs if applicable. Buildings with 2 evaluators shall not share an individual teacher's TLE process by dividing up the observations nor shall 1 evaluator do the observations with the other completing the evaluation process.

4.3
Career Teachers v. Probationary Teachers

Career teachers must be evaluated at least **once** a year.

Probationary teachers must be evaluated at least **twice** a year.

4.4 **Observations**	Observations are an evaluator's intentional study and analysis of the teacher's performance (e.g., the teacher's classroom instruction). The observation rating reflects the evaluator's assessment of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation. The evaluator's assessment is guided by the detailed descriptions of the teacher's **rubric**. The evaluator's assessments of the teacher's performance during the observation **must** be recorded in the **observation form**, described in more detail in Section 5. Each observation must be followed by an observation conference held no more than five (5) instructional days from the date of the observation. Observations shall not be conducted on the day immediately following any extended break in the instructional calendar year (whether scheduled or unexpected).
4.5 **Evaluations**	Evaluations reflect the evaluator's overall assessment of the teacher based upon the underlying observation forms, the observation conferences and the evaluator's general appraisal over the course of the year of the teacher's proficiency in the relevant indicators.
	The evaluator records the teacher's score for each indicator on the **evaluation form**, which is described in more detail in Section 6. The evaluator must provide the teacher with a copy of the evaluation form at an **evaluation conference.**
4.6 **Observation Deadlines for 2013-2014**	Because probationary teachers must receive 2 evaluations and career teachers 1 evaluation during a school year, each district must develop a deadline schedule for observations that addresses the specific needs of the schools and the district. Time management is a key to the successful implementation of the observation / evaluation processes. It is recommended that early August of each year be designated as the time for the creation of observation deadlines.
4.7 **Evaluation Deadlines for 2013-2014**	For **probationary teachers:** • 1st evaluation: by the end of the fall semester • 2nd evaluation: by the end of the spring semester For **Career Teachers:** • End of spring semester **See Timing Chart found later in this section to assist with scheduling.**
4.8 **The Timing of Observation Conferences**	Observation conferences must be scheduled appropriately to ensure that feedback, reflection and opportunities for improvement are optimized. As such, there are important rules regarding the timing of observation conferences. • Evaluators must conduct the observation conference with the teacher

within five (5) instructional days of any classroom observation.

- Because there must be adequate time for a teacher to reflect upon the information shared in the observation conference and the next observation, there must be **at least ten (10) instructional days between** an observation and the last observation conference.

| Observation Conference | → | At Least 10 Days | → | Next Observation |

4.9
New Hires After the Start of School

At the option of the evaluator, the deadlines for observations and evaluations may be altered with respect to teachers who are hired after the beginning of the year, e.g. those teachers who have been at the school for 20 instructional days or less. The deadlines may not be extended; however, without the written consent of the relevant teacher.

When requesting the written consent of the new hire, an evaluator might explain that the extension is appropriate because it will allow him or her time to develop a more full and comprehensive assessment of the teacher's performance. In addition, it will provide the teacher more time to become accustomed with the school's culture and performance expectations. If the teacher does not agree to an extension of the deadlines, the teacher must accept the consequences of a shortened window for observation and evaluation.

4.10
When a Third Observation is Requested

If a teacher requests a third observation promptly after the second observation, the evaluator must conduct a third observation prior to the evaluation. See Section 5 for more details.

4.11
Timing Chart (below)

Because of the deadlines and timing rules detailed above, there are important windows of opportunities by which an evaluator must complete observations, conferences and evaluations. The following table details the relevant deadlines with regard to probationary and career teachers.

Master Calendar of Evaluation Deadlines

Probationary and Career Teachers 2013-2014

End of Fall Semester	**Deadline:** Probationary Teachers' First Evaluation and Evaluation Conference.
End of Spring Semester	**Deadline:** Probationary Teachers' Second Evaluation and Evaluation Conference.
End of Spring Semester	**Deadline:** Career Teachers' Evalulation and Evaluation Conference.

5. The Observation and Observation Conference

5.1
The Observation

As explained above, observations are a key component for the teacher's evaluation. Evaluators must complete **two** observations —including their conferences—**before** completing an evaluation form. (See Section 4 for more details on deadlines and timing, and note the information below regarding a teacher's request for a third observation.)

Observations are an evaluator's intentional study and analysis of the teacher's performance (e.g., the teacher's classroom instruction) from the date of the last observation or evaluation forward (whichever is later). The observation rating reflects the evaluator's assessment of the teacher's classroom performance and other factors that quantify the impact of the educator up to, and including, the date indicated on the observation form, which is typically the date of the last classroom observation.

The observation and conference process is a critical opportunity for teachers to receive meaningful feedback from evaluators on the improvement in their instructional practice and the enhancement of already achieved effectiveness levels. Because the goal of the system is continuous improvement, evaluators are **not limited** in the number of observations they may conduct.

Classroom observations must be a **minimum** of 20 to 30 minutes so that there is sufficient time to thoughtfully assess multiple aspects of the teacher's performance. Though observations are <u>not</u> walk-through visits, evaluators should try to visit a teacher's classroom four or more times a year, including some short visits and "walk-throughs." Short visits and walk-throughs do not require an observation form or an observation conference. The provided Walk-Through Form may be used at the option of the evaluator.

5.2
The Observation Form

The observation form must be used by the evaluator when conducting the observation. The observation form is aligned with the rubric and its domains, dimensions and indicators. During the observation, the evaluator will use the observation form to indicate his or her assessment of the teacher's proficiency as to each observed indicator. On the observation form, evaluators will signify in the blank next to each observed indicator one of the following codes. **Numeric rankings (1, 2, 3, 4 or 5) are not required at this stage, but may be used in lieu of this coding.**
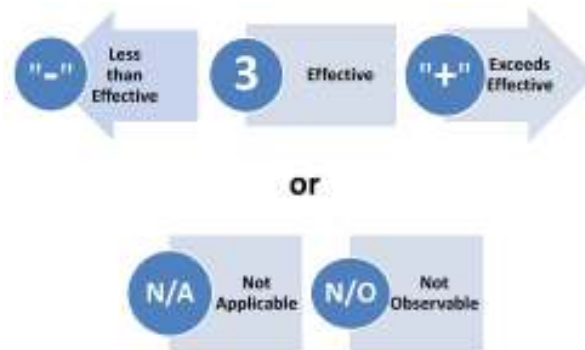
In addition to this coding or numeric rankings, the evaluators may write brief notes indicating strengths or areas of concern within the space below each indicator.

As noted above, the ratings and comments on the observation form should reflect the evaluator's total assessment of the teacher's performance from the date of the last observation or evaluation forward, whichever is later. Stated another way, the information on the observation form should describe evidence gathered from observations of the teacher's classroom performance and other factors that quantify the impact of the educator, up to, and including, the date indicated on the observation form.

5.3
Important Housekeeping Measures re the Use of the Observation Form

- One observation form can be used for up to three observations, but will only pertain to an individual teacher.
- Be sure to write the name of the teacher whose observation is being documented on the bottom of the observation form.
- Before you begin your observation, indicate the date of the observation in the appropriate blank on the observation forms.
- Bring a copy of the rubric, as well as the observation form, to each observation to assist you in assessing the teacher's proficiency.

5.4
The Observation Conference: A Requirement

Within five (5) days of each observation, the evaluator **must** conduct an **observation conference** with the teacher and provide him or her with a copy of the observation form. The observation conference should be a personal meeting between the evaluator and the teacher to discuss the evaluator's observations and coding on the observation form as well as the evaluator's comments and suggestions. **The evaluator shall apprise the teacher of any issue, by specific domain, dimension and indicator that could lead to a less than effective rating on the evaluation form.**

5.5
Copies and Signatures

- At the observation conference, ask the teacher to initial the appropriate blank on the observation form affirming the date and occurrence of the observation conference.
- Provide the teacher with a completed copy of the observation form, retaining a copy of the observation form for your records.

5.6
Teacher's Request for a Third Observation

Evaluators must conduct a third observation prior to the teacher's evaluation if a teacher requests an additional observation promptly after the second observation. As with other observations, the evaluator must conference with the teacher within five (5) days of completing the observation.

5.7
Teacher's Written Response to the Observation Forms

A teacher has the right to place in his or her file a response to the entries on the observation form within the timeframe established by state law for responding to evaluation documents. By written agreement or policy, district personnel may provide teachers with a longer window of time by which to submit their responses.

5.8
Observations and the Personal Development Plan

Evaluators may determine that a teacher's performance at an observation merits a personal development plan. A plan may be appropriate if the teacher's performance would have generated a ranking of 1-Ineffective or 2-Needs Improvement. The evaluator should use his or her professional judgment to determine whether an alternate approach to a PDP is preferable in light of the situation and context—for example, a brief conference, email or note may be a more appropriate and productive response than an automatic PDP for some lapses in performance. If the latter approach is used it is incumbent upon the evaluator to retain a documentation trail of the approach used, with timelines referenced.

- Important Note: If a PDP is written as a result of an observation, the evaluator must complete an **additional** observation (an observation in addition to the two standard observations) to confirm that progress is made on the targeted indicator.

See Section 7 for more guidance and requirements regarding personal development plans.

6. The Evaluation and Evaluation Conference

6.1
The Evaluation

Evaluators perform a teacher's evaluation by completing the evaluation form and conducting an evaluation conference. As noted throughout the handbook, an evaluation must be supported by two separate observations conducted in accordance with the relevant timeframes in addition to the evaluator's appraisal over the course of the year of the teacher's proficiency in the relevant indicators. (See the note below regarding the limited circumstances in which a third evaluation is required.) The observation form summarizes those observations, including the total value that the teacher provides up to a given point in time.

Using the information from the observation form and any other pertinent data, the evaluator completes the evaluation form by issuing a rating for each observed and applicable performance indicator. The assigned ratings reflect the evaluator's analysis of the teacher's performance according to the descriptions in the rubric. The rubric and the evaluation form rely upon a five-level rating system, or spectrum of proficiency.

Ineffective 1	Needs Improvement 2	Effective 3	Highly Effective 4	Superior 5

6.2
How to Determine an Indicator's Score

Each indicator often has several definitional narratives for each level of proficiency. However, evaluators must enter **only one (1)** score as to each indicator (e.g., 1, 2, 3, 4, 5, N/O or N/A). To determine the composite score for each indicator, the evaluator must review the narratives contained within each indicator's definition and determine the "best fit" for the teacher with respect to that indicator, making a composite assessment of the "big picture" encompassing the indicator.

Example using the indicator for the domain of Instructional Effectiveness and dimension of Explains Content—*Teacher teaches the objectives through a variety of methods:*

> The rubric defines a level "3-Effectiveness" ranking for this indicator with three (3) narratives. They include: uses cooperative learning activities, uses a variety of techniques, e.g., modeling, visuals, etc., provides differentiated tasks to meet learning styles, technology is included…

When the evaluator observes the teacher, she sees evidence of the teacher performing at a "3-Effectiveness" level in the majority of narrative definitions for the indicator. Specifically, the evaluator observes that the teacher is not using technology to support instructional planning and is not regularly using technology as an instructional tool. Though a 3 might not be a "perfect fit" for the teacher, the evaluator **should still** award a 3 for the indicator if a 3 is the "best fit." To address the fact that the teacher is not regularly using technology as an instructional tool, the evaluator would begin the "push-pin" process developing the expectation level for technology use within the classroom. (If that approach does not work, then there is no reason that a PDP could not be written on that targeted area even if the indicator resides at a level 3.)

There is **no magic percentage** of evidence within a proficiency level to trigger a particular rating for an indicator. For example, the evaluator did not need 80% of the narratives in evidence with regard to the 3-Effectiveness ranking to award a 3-Effectiveness ranking. The evaluator must use her professional judgment to determine the most appropriate ranking based upon the instructional significance of the individual narrative components and their impact upon student needs.

6.3
Not Applicable or Not Observed Indicators

If an evaluator believes that an indicator is not applicable to a particular teacher, he or she should rate the indicator as "N/A." Evaluators should rate not observed indicators as "N/O."

Note that indicator ratings of N/A and N/O do not "mathematically" magnify/increase the importance of the other indicators within the domain.

6.4
Indicators Receiving a Score of "1" or "2"

A rating of a 1 or 2 (Ineffective or Needs Improvement) on any indicator requires that evaluator provide the teacher with a personal development plan, which shall be attached to the evaluation form and reviewed during the evaluation conference. Personal development plans are covered in Section 7 of this handbook.

6.5
Indicators Receiving a Score of "4" or "5"

A rating of a 4 or 5 (Highly Effective or Superior) on any indicator requires that evaluator provide specific supporting comments within the evaluation form. If a teacher's performance warrants a rating of 4 or 5 on more than one indicator within a domain, the comments may be clustered together on the Form.

6.6
Example comment for a rating of 5 (for a Teacher regarding Leadership)

Re Indicator 20/Leadership: "Ms. Smith extends herself via leadership and involvement well beyond expectations in a variety of venues. She has led the School Improvement Plan process during the past several years and now serves as the process manager for the WISE SI Plan conversion. She has a talent for writing interventions that serve as models across the curriculum and grade levels, and she has volunteered to make presentations to our school partners. She exemplifies the term "team player" and is a keystone to the success of the school. She also possesses an intuitive skill for mentoring others."

6.7
Overall Scoring

As explained in Section 2, the teacher's overall score on the evaluation form is a weighted average of the domain's average ratings.

6.8
Evaluation Conference: A Requirement

Like the observation conference described in Section 5, the evaluation conference is a vital tool in the TLE Observation and Evaluation System because it allows for critical feedback, reflection and discussions regarding the ways in which a teacher's performance needs to improve and ways in which it is particularly strong. At the conference, the evaluator shall provide the teacher with a hardcopy of the signed evaluation form for the teacher to review and discuss with the evaluator. As noted above, if the teacher has received a less than effective ranking (a ranking of 1 or 2) on any indicator, the evaluator shall discuss those indicators with the teacher during the evaluation conference and transfer that discussion to a written and shared PDP.

At the conclusion of the conference, the teacher will sign the evaluation form. A completed copy of the same will be provided to the teacher for his or her records.

6.9
Teacher's Written Responses to Evaluations

A teacher has the right to place in his or her file a response to the entries on the evaluation form within the timeframe established by state law for responding to evaluation documents. By written agreement or policy, district personnel may provide teachers with a longer window of time by which to submit their responses.

6.10
Evaluation Frequency and Deadlines

Section 4 identifies the minimum number of evaluations that must be completed for each teacher and details the deadlines pertaining to evaluations. Evaluators may evaluate a teacher more than the statutory minimum as long as the evaluator adheres to the observation requirements and the relevant timeframes.

6.11
Teacher's Artifact File or Portfolio

On a completely voluntary basis, a teacher may provide his or her evaluator with additional evidence of professional proficiency in the form of a portfolio or artifact file/binder for purposes of his or her evaluation. This is allowed; however, such evidence is not required. Moreover, an evaluator should be careful to not suggest that teachers produce a portfolio or artifact file, as they may feel as if it is an implied requirement or expectation of the evaluator. The portfolio and artifact file is simply a tool for expanding / prompting the thought processes of both evaluators and educators, since teachers regularly perform tasks, create documents, and take on responsibilities that are significant and valuable despite their commonplace nature.

A teacher may, for example, wish to create a binder with a tab or folder for each indicator into which he or she can "drop" a copy of the appropriate artifact as the year proceeds. (For example, if a teacher were to create a newsletter for his grade level or curricular area team, he could print an extra copy and insert it behind Indicator 20 – Leadership.) Before the evaluation, the teacher could share the binder or file of artifacts with his or her evaluator.

There are countless types of documents, plans and works that might be appropriate for a teacher's portfolio or artifact file. In its Professional Growth System Handbook: 2008-2009, Montgomery County Public Schools included many of the following items as supplemental evidence of professional proficiency.

- Assignments, projects, warm-ups
- Communication of standards, objectives and criteria for success on tasks
- Communications to students and parents
- Feedback on student work
- Grading policies and practices
- Records of data analysis and goal setting
- Appointments with students
- Student work samples and portfolios
- Unit or long-term lesson plans
- Annotated portfolio of support materials (beyond kit or textbook) for concept attainment or to convey mastery
- Informal assessments
- Assignments, project descriptions, etc.
- Documents distributed to students and parents, e.g., course syllabi, topic outlines, study guides, graphic organizers, etc.
- Material designed to teach thinking skills related to content concepts
- Room set-up
- Short-term lesson plans and materials
- Unit or long-term lesson plans and materials designed to support those plans
- Work displays
- Feedback on work and on student-set goals
- Grouping policies and practices
- Planning for technology incorporation
- Reflective conversations about responses to situations, overarching objectives, routines
- Room tours (e.g., what public messages are posted, what values are revealed)
- Records of communication to parents
- Student records of goal setting and self-analysis of work
- Student and parent survey data

- Assessment samples
- Grade books and similar artifacts
- Group and individual teacher reports on data analysis, findings and recommendations
- Logs minutes and records of grade-level, department and curriculum meetings
- Meeting notes with teacher on self-assessment and application to planning
- Videos of student portfolio conferences
- Collection of ideas, research, articles, etc. related to a WISE School Improvement Plan shared with colleagues
- Interview and conference data
- Log of professional development activities
- Professional articles or presentations
- Writings in learning logs, journals, school newsletters and reports
- Attendance records (work, meeting)
- Documentation of supporting school priorities outside the classroom
- Letters of thanks and commendations
- List of committee participation, presentations, etc.
- Logs, minutes, records of staff development or vertical team meetings
- Meeting agendas, minutes, notes
- Samples of student work, tests, assignments, feedback to students
- Long- and short-term lesson and unit plans
- Evidence of communication with parents
- Publications
- Professional development activities that contribute to improved practice
- Student achievement results and key indicators of student success
- Any available student and parent surveys

7. The Personal Development Plan

7.1
The Personal Development Plan

Personal development plans (PDPs) are intended to advise and assist teachers with serious performance deficiencies which, if left uncorrected, may jeopardize the teacher's continued employment with the district.   Observations, evaluations or stand-alone incidents may trigger the issuance of a personal development plan. If developed in conjunction with an observation or evaluation, the personal development plan shall be attached to and considered another component of the observation or evaluation form.

7.2
When an Observation or Evaluation Requires a PDP

- A PDP **may be** issued, but is not required, in response to deficiencies noted during an **observation**. If issued, all PDP requirements within this section apply.

- Evaluators **must** develop a PDP for a teacher who receives a rating of 1-Ineffective or 2-Needs Improvement on any indicator in the **evaluation form**.

- Non-remediated PDPs from the observation process, which should result in a rating of 1-Ineffective or 2-Needs Improvement for the relevant indicator on the evaluation, are automatically incorporated into the evaluation and continue in effect without being redrafted or re-issued. The evaluator need only establish a new timeframe for compliance. Any new deficiencies resulting in an evaluation rating of 1-Ineffective of 2-Needs Improvement not covered by the non-remediated PDP must be supported by a newly issued PDP, however.

7.3
Designing and Issuing PDPs

Evaluators design and write the PDPs. They may collaborate with the teacher in the content of the PDP and seek assistance from outside sources as appropriate.

Before issuing a PDP to a teacher, evaluators must review the PDP with the teacher, most typically during the evaluation conference or observation conference. The teacher will receive an evaluator-signed hardcopy of the personal development plan and the teacher will sign the plan as acknowledgement of his or her receipt of the same.

7.4

PDP Content: SMART-Driven and Indicator-Specific

The PDP will state the specific goals or actions to be achieved by the teacher. The goals and required actions within the PDP should be "**SMART**"- formatted:

- **S**pecific:
  - identified with sufficient detail so that the "who, what and when" are clear, with regard to what the teacher must do and what resources/assistance are available to him or her.

- **M**easurable
  - defined so that there is a starting point and final value to be achieved.

- **A**ttainable
  - defined by a final goal that is reachable within the given time frame assuming the reasonable efforts of the teacher and assistance of the evaluator.

- **R**esources
  - identifies and provides resources that will assure increased effectiveness within the targeted performance areas.

- **T**ime-Bound
  - defined with an ultimate deadline and benchmarks reflecting the nature and gravity of the performance deficiency with timeframes to measure progress as appropriate.
  - See the notes regarding limitations on timeframes below.

When the PDP is a result of the evaluation or an observation, the goals and actions must reflect and reference the relevant dimension and indicator. If there are concerns that do not clearly align themselves with a specific indicator, it may still be the target of a PDP and identified as a **Stand-Alone PDP**. In such cases, the PDP may be prefaced with the statement: "Although the following does not link directly with a performance indicator, there is a matter/situation/incident that falls within your area of responsibility/supervision that needs to be brought to your attention for action." Then, insert a summary of the matter/situation/ incident followed by a SMART goal plan of action.

7.5

Example PDP that is SMART-driven and Indicator-Specific

Ms. Green - Personal Development Plan, 9/10/12

Re Indicator 14: Changes instruction based on results of monitoring.

Ms. Green will:

1) Observe Ms. Smith's class to gain insight on the various feedback strategies that can be employed.

2) Cite within Lesson Plans specific feedback strategies to be used.

3) Implement on a regular / routine basis three (3) feedback strategies; in evidence within 20 instructional days from the Teacher signature date.

7.6
PDP Review and Follow Up Conference

The evaluator shall meet with the teacher to review his or her success in meeting the requirements and goals of the PDP in a follow-up progress review conference, which should occur in relation to the timeframes established in the PDP. This follow-up is a necessary component of all PDPs. Follow-up documentation **must** appear within the original PDP in the designated area of the PDP Form.

7.7
Teacher's Written Responses to PDPs

A teacher has the right to place in his or her file a response to the entries on the PDP form within the timeframe established by state law for responding to evaluation documents. By written agreement or policy, District personnel may provide teachers with a longer window of time by which to submit their responses.

7.8
Timeframes and Deadlines to Remember

- The timeframe for meeting the goals and actions in the PDP may not exceed two months.

- Remember that with regard to **career teachers**, the issuance of a PDP as a result of an observation shortens the timeframe for completing the evaluation. See Section 4.

7.9
Consequences of Non-remedied Deficiencies

The teacher must meet the PDP's requirements and goals in all respects by the specified deadline. Failure to do so may result in the teacher's dismissal or nonrenewal.

7.10
Stand-Alone PDPs

Evaluators may issue a PDP to a teacher as a stand-alone plan in response to a work-related incident or problem occurring outside the context of an observation or evaluation. In such cases, the evaluator's PDP will still follow the SMART Goals framework and the timeframes of the PDP described in this section.

TULSA
PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric
Teachers
2013-2014

1 Domain: **Classroom Management**   Dimension: **Preparation**

Teacher plans for delivery of the lesson relative to short-term and long-term objectives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not plan for instructional strategies that encourage the development of performance skills.	Occasionally plans for instructional strategies that encourage the development of performance skills.	Plans for instructional strategies that encourage the development of performance skills.	Plans for instructional strategies that encourage the development of critical thinking, problem solving and performance skills.	Plans for instructional strategies that encourage the development of critical thinking, problem solving and performance skills and consistently implements.
Materials and equipment are not ready at the start of the lesson or instructional activity.	Materials and equipment are usually not ready at the start of the lesson or instructional activity.	Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time).	Materials and equipment are ready at the start of the lesson or instructional activity.	Materials and equipment are ready at the start of the lesson or instructional activity and learning environment is conducive to the activity.

2 Domain: **Classroom Management**   Dimension: **Discipline**

Teacher clearly defines expected behavior.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Standards of conduct have not been established.	Standards of conduct have been established with inconsistent implementation.	Establishes and posts standards of conduct and implements with consistency.	Standards of conduct have been established and posted with consistent peer-based implementation.	Standards of conduct have been established and posted with consistent peer monitoring.
Students are disengaged and unclear about the expectations of the classroom.	Students are usually disengaged and unclear about the expectations of the classroom.	Ensures that students are engaged and clear as to the expectations of the classroom with few reminders given.	Students are engaged and clear about the expectations of the classroom with no need for reminders.	Students are engaged and are clear about the expectations of the classroom and are responsible for their own learning.
Does not monitor the behavior of students during whole class, small groups, seat work activities and transitions.	Rarely monitors the behavior of students during whole class, small groups, seat work activities and transitions.	Monitors the behavior of students during whole-class, small group and seat work activities and during transitions between instructional activities.	Monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities, lunch time, recess, assemblies, etc.	Monitors the behavior of all students at all times. Standards of conduct extend beyond the classroom.
Usually ignores inappropriate behavior and uses an inappropriate voice level / word choice when correction is attempted.	Most of the time ignores inappropriate behavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.	Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.	Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student.	Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, maintaining the dignity of the student and encouraging students to self-discipline.

3	Domain: **Classroom Management**		Dimension: **Building-Wide Climate Responsibilities**		
	Teacher assures a contribution to building-wide positive climate responsibilities.				
1 **Ineffective**	**2** **Needs Improvement**	**3** **Effective**	**4** **Highly Effective**	**5** **Superior**
Is not involved in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time.	Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments / time periods.	Makes substantial contribution to school projects and initiatives that promote orderly behavior throughout the school. Teacher assumes a leadership role in these projects and initiatives inspiring others to participate.
Ignores the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.	Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.	Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.	Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines.	Always follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Is proactive in intervening on behalf of children and staff.

4	Domain: **Classroom Management**			Dimension: **Lesson Plans**

Teacher develops daily lesson plans designed to achieve the identified objectives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Only develops a brief outline of the daily schedule, which shows no alignment with state/common core standards and does not address student diversity and learning styles.	Develops instructional plans that are not in alignment with State / common core standards and does not address student's diversity and learning styles.	Develops instructional plans that are in alignment with State / common core standards including an amount of strategies that address student diversity and learning styles.	Develops instructional plans that are in alignment with State / common core standards and addresses student diversity and learning styles through differentiated instruction.	Has long and short-term instructional plans that are aligned with State / common core (CCSS) / district PASS standards and address student diversity and learning styles through differentiated instruction and other research-based learning strategies.
Plans are not completed.	Plans are rarely completed.	Plans are developed consistently and on time based upon an analysis of data.	Plans are developed consistently and on time, or in advance, based upon an analysis of data.	Plans are developed consistently and on time, or in advance, based upon an analysis of data, with inherent opportunity for continual revision.
Never plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).	Rarely plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).	Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus).	Plans with other members of the grade-level/school planning teams (when it is an expectation of the campus). Revises plans according to student data analysis and shares same with fellow staff members to the benefit of the grade level, curricular area or building.	Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus or based upon collegial decision-making). Revises plans according to student data and performance, sharing same with fellow staff members to the benefit of the grade level, curricular area or building.
Never provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Rarely provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Provides in sequenced and organized fashion substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Can serve as a grade level, curricular area and/or building-wide model for substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.

5	Domain: **Classroom Management**			Dimension: **Assessment Practices**

Teacher acknowledges student progress and uses assessment practices that are fair and based on identified criteria.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Assessment is inconsistent and insufficient to determine student's overall progress and is not based on the district's grading policy.	Assessment is inconsistent and is not based on district's grading policy.	Formative and summative assessments are recorded consistently based on district's grading policy and are used to guide instruction.	Formative and summative assessments are recorded consistently based on district's grading policy and are used to develop and evaluate instruction.	Formative and summative assessments are recorded consistently based on district's grading policy and utilized to develop, refine and evaluate instruction.
Assessments provide delayed and inadequate feedback for students to assess themselves.	Assessments provide delayed and inadequate feedback for students to assess themselves.	Provides adequate and timely feedback from assessment results for students to reflect and set goals.	Assessments provide useful and immediate feedback that assists students in assessing themselves in meeting their learning goals.	Assessments provide useful and immediate feedback that assists students in assessing themselves to develop and evaluate their progress with their learning goals.
				Learning goals are not only designed by the teacher but the student has an opportunity to direct his/her own learning by contributing goals.
There is no evidence that the teacher recognizes student progress or achievement.	There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic.	Recognizes student progress and achievement at significant intervals and encourages behaviors that would result in student success.	Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success.	Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. The teacher informs parents on a timely basis of their student's progress and achievement through systematic communication procedures.

6	Domain: **Classroom Management**			Dimension: **Student Relations**

Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Oral, written and nonverbal communication with students is inconsiderate, as characterized by insensitivity, demeaning language and condescension.	Oral, written, and nonverbal communication may not be considerate or respectful.	Oral, written and nonverbal communications with students are considerate and respectful.	Oral, written, and nonverbal communications with students are considerate and positive, demonstrating genuine respect for individual students and the class as a whole.	Oral, written, and nonverbal communication with students is considerate and positive. There is abundant evidence of mutual respect and trust between teacher and student, as well as between students.
Does not consistently display an interest in the curriculum or high expectations for most students.	Does not consistently display an interest in the curriculum or high expectations for most students.	Consistently conveys a generally positive view of learning and of the curriculum, demonstrating high expectations for most students.	Consistently displays a genuine enthusiasm for the curriculum and high expectations for all students	Exudes a passion for the content and actively exploring the curriculum with students. Students appear to have internalized the value of the content as well as the teacher's high expectations for them.

7	Domain: **Instructional Effectiveness**			Dimension: **Literacy**

Teacher embeds the components of literacy into all instructional content.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Literacy, the practice of reading, writing, developing vocabulary, spelling, listening and speaking, is not embedded / woven into instructional lessons; rather, literacy is presented as a single, stand-alone skill.	Literacy, the practice of reading, writing, spelling, listening and speaking, is rarely embedded / woven into instructional lessons as an explicit learning objective; rather, literacy is presented as a single, stand-alone skill.	Literacy, the practice of reading, writing, spelling, listening and speaking, is embedded in ALL content as an explicit learning objective.	Literacy, the practice of reading, writing, spelling, listening and speaking, is embedded in ALL content as an explicit learning objective and its definition is expanded to include visual representations, expressions of ideas, making decisions and solving problems.	Includes the narrative descriptions in performance category 4, plus the additional definitional components of literacy to include: innovative use of multimedia, computer, information analysis and technology.
Does not appear to value or recognize that literacy is the "bonding agent" for all learning.	Demonstrates weak recognition of the importance of literacy as the "bonding agent" for all learning.	Displays basic recognition of the importance of literacy as the "bonding agent" for all learning.	Leverages literacy as the "bonding agent" for all learning	

8	Domain: **Instructional Effectiveness**		Dimension: **Common Core Standards**	

Teacher understands and optimizes the delivery focus of Common Core State Standards and the expectations derived from same on student learning and achievement.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Neither understands nor participates (at even the "conversation / awareness" level) in the multi-year conversion process from PASS to CCSS.	Neither understands nor participates (at even a minimal implementation level) in the multi-year conversion process from PASS to CCSS.	Understands and participates in the multi-year conversion process from an emphasis on PASS to an emphasis on CCSS as evidenced by use of alternate instructional strategies and modified content focus aligned with CCSS.	Has participated in available learning opportunities to assure a strong foundation of understanding the conversion process from PASS to CCSS and regularly and routinely uses alternate instructional strategies and modified content focus aligned with CCSS.	Includes the narrative descriptions in performance category 4, plus serves as a "change agent" and/or grade level, curricular area, building-wide, or departmental presenter / facilitator for the implementation of the conversion from PASS to CCSS. This participation level could be initiated via volunteering or being asked.

9	Domain: **Instructional Effectiveness**		Dimension: **Involves All Learners**	
Teacher uses active learning, questioning techniques and/or guided practices to involve all students.				

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Students are not mentally engaged in active learning experiences during any significant portion of the class.	A few students dominate the lesson, and only a few students are minimally engaged in active learning experiences 50 percent of the class time.	Engages most students in active learning experiences 80 percent of the class time.	An overwhelming majority of students are cognitively engaged and exploring content in active learning experiences 80 percent of the class time.	All students are cognitively engaged and exploring 80 percent of the class time. Students initiate or develop their own activities to enhance their learning.
Does not ask any type of questions or use questioning techniques during the lesson to involve all learners.	All or most questions used are recall questions.	Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy. Provides wait time for some student response and does random checking to ensure the involvement of all learners.	Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy and providing adequate wait time for most students to respond.	Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy and leading students to formulate many of their own questions. Provides adequate wait time for most students to respond.
Student participation is not monitored or the teacher response is inconsistent, overly repressive or does not respect the student's dignity.	Typically calls on students who raise their hands first and responds to students who blurt out answers.			
Displays no knowledge of students' interests and skills.	Displays little knowledge of students' interests and skills and rarely uses them as a strategy to engage them.	Engages students by incorporating their general skills and interests into the lesson.	Engages students by incorporating their individual skills and interests into the lesson.	Engages students by incorporating and expanding their individual skills and interests.

10	Domain: **Instructional Effectiveness**		Dimension: **Explains Content**	

Teacher teaches the objectives through a variety of methods.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not use cooperative learning activities, advance organizers, or other teaching strategies that foster student participation and an understanding of the objectives.	Uses limited cooperative learning activities, advance organizers, or other teaching strategies that foster participation and an understanding of the objectives.	Uses cooperative learning activities, advance organizers, or other teaching strategies that foster participation and an understanding of the objectives.	Uses knowledge of student skills and interests when selecting and using cooperative learning activities, advance organizers, and other teaching strategies that foster participation and an understanding of the objectives.	Uses all of the characteristics of Level 4. In addition, continually seeks out new strategies to support instructional outcomes and cognitively challenge diverse learners. Willingly shares discoveries and successes with colleagues. Students are included in planning for methods of instructional delivery.
Students are provided with activities from the textbook, specific to the content, but there is no attempt to use a variety of activities to support instructional outcomes and no attempt to differentiate tasks to address a variety of student needs/learning styles / multiple intelligences.	Attempts, but does not successfully use a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.	Uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.	Successfully uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences. The activities maximize student potential and most require significant cognitive challenge.	
Technology is not used as designed and not used as an instructional tool.	Technology is rarely included in the planning process to support instruction, and technology is not used on a regular basis as an instructional tool.	Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.	Technology is woven into / serves as a foundational base in the planning process to support instruction, and technology is used on a common-place basis as an instructional tool.	

11	Domain: **Instructional Effectiveness**			Dimension: **Explains Directions**
Teacher gives directions that are clearly stated and relate to the learning objectives.				

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Directions and procedures are confusing to students.	Directions and procedures are initially confusing to students and are not clarified.	Provides directions and procedures, in a variety of delivery modes, e.g., verbal, modeling, visual, demonstration, etc., that are clearly stated / presented and relate to the learning objectives.	Directions and procedures, in a variety of delivery modes, are clear to students. Anticipation of possible student misunderstanding and/or confusion is incorporated in the initial direction and clarified.	Uses all of the characteristics of Levels 3 and 4. Facilitates students in constructing their own understanding of how the directions relate to the learning objectives.
Does not offer alternative, clarifying directions. Does not give students directions for transitions and does not plan for transitions.	Attempts to give students directions for transitions but does not plan for transitions.	Gives students directions for transitions and includes transitioning in the planning process to optimize academic learning time.	Gives clear directions for transitions between lessons and between instructional activities while optimizing academic learning time.	Plans for smooth, structured transitions between lessons and instructional activities and gives clear, concise directions to accomplish same while optimizing academic learning time.
Spoken language is inaudible or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly causing students to be confused.	Spoken language is audible and written language is legible. Usage of both demonstrates many basic errors (mispronunciation, misspelled words, etc.). Vocabulary is correct, but limited, or is not appropriate to the students' ages or backgrounds.	Uses spoken and written language that is clear and correct, conforms to standard English, vocabulary, and is appropriate to students' ages and interests.	Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. Teacher finds opportunities to extend students' vocabularies.	Spoken and written language is correct and conforms to standard English. It is also expressive with well-chosen vocabulary that enriches the lesson and extends students' vocabularies. Teacher seizes opportunities to enhance learning by building vocabulary skills and experiences based on student interests or a spontaneous event.

12	Domain: **Instructional Effectiveness**			Dimension: **Models**
	Teacher demonstrates / models the desired skill or process.			

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not demonstrate or model the desired skill or process.	Demonstration or modeling of the desired skill or process is infrequent and unclear to students.	Provides demonstrations and modeling of the desired skill or process that are clear and precise to students.	Demonstrations are clear and precise to students with anticipation and preemptive action to avoid possible students' misunderstanding.	Demonstrations will match all characteristics of Level 4. Additionally, teacher's modeling will assist students in achieving the lesson's stated objective. Students will demonstrate the skill or process.

| 13 | Domain: **Instructional Effectiveness** | | | Dimension: **Monitors** |

Teacher checks to determine if students are progressing toward stated objectives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Never moves around the room while students are working on guided practice.	Seldom moves around the room while students are working on guided practice to promote and reinforce positive student behaviors. When movement happens it is to the same area of classroom.	When appropriate, moves to all areas of the room while students are working on guided practice to promote and reinforce positive student behaviors.	Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice to promote and reinforce positive student behaviors. Makes eye contact with all students often.	Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and reinforce positive student behaviors. When a problem is observed reviews / re-teaches it to the whole class.
Never uses student response techniques to increase active engagement.	Seldom uses student response techniques to increase active engagement.	Uses different types of student response techniques, both individual / group. Uses student response techniques to increase active engagement.	Routinely uses developmentally appropriate student response techniques to increase active engagement by the students.	Delivers upon all of performance category 4 and varied response techniques are used to provide immediate feedback to re-teach / review the concept(s) misinterpreted or not learned, while actively engaging all students.
Never uses feedback concerning student's understanding.	Seldom uses feedback concerning student's understanding.	Student's understanding is evaluated by feedback.	Uses immediate feedback concerning student's understanding.	Delivers upon all of performance category 4 and is able to assess when question / wait time is no longer effective and employs a different strategy / technique.
Never uses wait time after voicing a question to the students.	Seldom uses wait time after voicing a question to the students.	Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence.	Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for	

			deeper understanding of concept utilizing appropriate wait time.	

14	Domain: **Instructional Effectiveness**		Dimension: **Adjusts Based Upon Monitoring**	

Teacher changes instruction based on the results of monitoring.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not adjust instructional plan to meet the needs of students. Lesson pace is too fast or slow to accommodate for students' questions or interest.	Inconsistently monitors student involvement and makes some effort to adjust instructional plans to engage more students.	Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students.	Is aware of student participation and smoothly makes appropriate adjustments to the lesson successfully accommodating student questions or interests.	Is always aware of student participation and successfully engages all students in the lesson. Is able to successfully make adjustments to the lesson to accommodate student questions or interests.
Does not assess mastery of the new learning to determine if independent practice or re-teaching is appropriate.	Inconsistently assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate without making adjustments as necessary.	Assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate and makes adjustments to lessons.	Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate and restructures lessons to address various learning needs.	Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate. Works with individual students or small groups to reteach. Uses peer tutoring to facilitate mastery of skills.
There is no evidence that the teacher uses data from various assessments to modify instruction and guide intervention strategies.	There is little evidence that data is used from various assessments to modify instruction and guide intervention strategies.	Reviews data from assessments to modify instruction and guide intervention strategies.	Uses data from various assessments to modify instruction and to determine what additional interventions can be implemented to assist students.	Multiple classroom evaluations, assessments and formal State assessments provide ample and varied opportunity for all students to demonstrate their knowledge and skill set levels. Ongoing assessment is systematically used to modify instruction and guide intervention strategies.

15	Domain: **Instructional Effectiveness**		Dimension: **Establishes Closure**	
Teacher summarizes and fits into context what has been taught.				

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
There is no ending to the lesson. Students disengage at the end of the class with no teacher direction.	The teacher ends the lesson without a summary of the main points of the segment of instruction or day's learning/activity.	Ends the day's learning / activity by summarizing the lesson or asking students to summarize the lesson.	Ends the day's learning / activity by summarizing the lesson in a variety of ways. Students are able to summarize in a variety of ways and reflect on their own learning.	Ends the day's learning / activity by facilitating students in summarizing and discussing main ideas.
Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.	Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.	Connects what is learned to prior learning.	Relates instruction to prior and future learning.	Students are able to connect the lesson to prior learning and articulate how learned skills can be used in the future. Linkages with real world situations are woven into the lessons.

16	Domain: **Instructional Effectiveness**		Dimension: **Student Achievement**	
Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.				

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
There is no evidence that the teacher is knowledgeable of the IEP or that the teacher modifies instruction for all students on an IEP regardless of student's learning goals.	There is some evidence that the teacher is aware of the IEP; however, the IEP is not being used to guide instruction for the student.	Modifies assessments for special education student populations in alignment with the IEP.	Modifies assessments for special education student populations as indicated in the IEP and as needed, working with individual students to develop a mutually acceptable plan for "success."	Modifies assessments and curriculum for special student populations as indicated in the IEP and as needed, working with individual students to develop a mutually acceptable plan for "success."
		Provides required feedback to student, roster teacher and/or parent.	Provides frequent / timely feedback to student, teacher or parent.	Provides frequent/timely feedback to student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.
		Assures that all students have access to standard / common core / district curriculum.	Assures that all students have access and modifications to standard /common core /district curriculum.	The teacher consistently advocates for all special needs students to have direct access to standard /common core /district curriculum.
Gives up, blames the student, or blames the student's home environment if the student has difficulty learning.	When a student has difficulty learning, the teacher makes an ineffectual effort and quickly gives up or blames the student or the student's home environment.	Accepts responsibility for the success of all students.	When a student has difficulty learning, the teacher perseveres to identify effective approaches to reach the student, drawing on a broad repertoire of strategies.	Perseveres in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from the school and community. Maintains contact with the student to monitor and support the student's success even after the student has moved on to another class.

17	Domain: **Professional Growth and Continuous Improvement**				
	Uses Professional Growth as a Continuous Improvement Strategy				
1 **Ineffective**	**2** **Needs Improvement**	**3** **Effective**	**4** **Highly Effective**	**5** **Superior**
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of prof. development and add'l training, the teacher makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Teacher Certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.

18	Domain: **Professional Growth and Continuous Improvement**				
	Exhibits behaviors and efficiencies associated with professionalism.				
1 **Ineffective**	**2** **Needs Improvement**	**3** **Effective**	**4** **Highly Effective**	**5** **Superior**
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive

info./compliance requests.	requests.	requests.	info./compliance requests.	

19	Domain: **Interpersonal Skills**

Effective Interactions and Collaboration with Stakeholders.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides minimal or no information to families and colleagues and makes no attempt to engage them in the educational program.	Appears to be inconsistent and inaccurate in providing information to families and colleagues and engaging them in the educational program.	Interacts with families and colleagues in a timely, consistent, positive and professional manner. Complies with school procedures for communicating with families and colleagues and makes an effort to engage them in the educational program.	Communicates frequently and sensitively with families and colleagues and engages them in the educational program.	Communicates consistently and sensitively with families and colleagues and uses diverse methods to engage them in the educational program and supports their participation. Communication is clearly understood by diverse stakeholders.
Does not consult or collaborate with other staff members.	Plans and makes decisions assuming the result will be positive for everyone. Consults infrequently with other staff members.	Collaborates appropriately and makes decisions that reflect genuine professional consideration.	Maintains an open mind and participates in collaborative planning, reflection and decision making, respecting and considering the thoughts of colleagues.	Takes a leadership role in ensuring that all collaborative decisions, planning and reflection activities with colleagues are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.

20	Domain: **Leadership**

Exhibits Positive Leadership through Varied Involvements.

Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Consistently declines becoming involved in school or district events when asked.	Avoids becoming involved in school or district events.	Agrees to participate in school or district events when asked.	Volunteers or eagerly accepts an invitation to substantially contribute to a school or district event.	Develops or leads important school or district events.
Impedes colleagues' efforts to share their knowledge or assume professional responsibility.	Makes no effort to assume professional responsibilities or share professional knowledge with colleagues in the school or district.	Finds ways to contribute to the profession and follows through.	Actively participates in assisting other educators in their growth as professionals.	Initiates important activities contributing to the profession, such as mentoring new teachers, writing articles for publication or making presentations.
Perpetuates biased, negative or disrespectful attitudes or practices in the school that impede	Rarely contributes to the modification of school practices that would result in students being	Assumes a proactive role in addressing student needs.	Works within a team of colleagues to ensure that all students have a fair and equal opportunity to	Leads others to challenge and reject biased, negative or disrespectful attitudes or practices in

2013 Nominees from Tulsa Public Schools for the Tulsa Model for Observation and Evaluation

Dr. Keith Ballard has served as the **superintendent** of **Tulsa Public Schools** since 2008. During his tenure, he led the way for the district to work with the Gates Foundation on teacher and leader effectiveness, one of only 10 school districts selected in the US and has received numerous awards, including 2012 State Superintendent of the Year and 2012 Tulsa People Tulsa of the Year.

Talia Shaull joined TPS in 2010 and is currently the district's **Chief Human Capital Officer** after leading the District's Teacher and Leader Effectiveness (TLE) Office. Shaull's past experience includes extensive work with Tulsa's Community Service Council as well as several years in profit-driven environments, both in small business and large corporate settings. Ms. Shaull is a member of Leadership Tulsa Class 40.

Jana Burk, the **Executive Director** of **Teacher and Leader Effectiveness** since 2012, has also served the District as a Senior Fellow for the TLE Office. Prior to joining the District in 2011, she worked with Tulsa Public Schools for several years as an outside legal counsel with the law firm of Rosenstein, Fist and Ringold. She is a former middle school teacher and has extensive experience in education planning and policy.

The Tulsa Model for Observation and Evaluation

Introduction

Tulsa Public Schools (TPS) is an urban school district among the 200 largest districts in the country with an enrollment of 41,000 students in grades K-12, the second-largest district in Oklahoma. TPS has a very diverse demographic makeup: 28% White, 28% Black, 28% Hispanic, 8% Multiracial, 7% American Indian, 1% Asian/Pacific Islander. Over 87% of all children at TPS qualify for free and reduced lunch; 15% qualify for Special Education services and 18% are English Language Learners. TPS currently operates 88 schools – 56 elementary, 13 middles schools, 11 high schools and eight alternative schools.

Development of the Tulsa Observation and Evaluation System

In November 2009, aided by a 3-year, $1.5 million grant from the Bill and Melinda Gates Foundation and matching funds from the local philanthropic community, Tulsa Public Schools began its journey toward developing a system to define, measure, and support effective teaching in every classroom.

Since its inception, the TPS evaluation system has been a joint effort of the Tulsa Classroom Teachers' Association (TCTA, an NEA organization), teachers, principals and district administrators. A guiding principle of the evaluation system's development was that it must be a system created with teachers for teachers. Recognizing the complexity and importance of teaching in a high-performing school system, writing teams of District teachers and leaders looked to research-based practices described in widely known models as well as expert advice to develop the instructional framework.

After piloting the system, teachers and principals used their experience to suggest minor revisions to the original framework and the evaluation processes. Indeed, their input remains a core component of the system's continuous improvement. Other modifications were based upon data gained from validation studies performed on the instrument through the MET Validation Project and the District's value-added work with the University of Wisconsin's Value Added Research Center.

Because the evaluation system is first and foremost an improvement system, Tulsa Public Schools includes within the system itself an extensive array of feedback and support processes, including personal development plans for every teacher with a *Needs Improvement* or *Ineffective* rating. Ongoing opportunities for professional learning, intensive coaching and other supports aligned with the instructional framework supplement these processes.

The new evaluation system, now known as the Tulsa Model, creates a common instructional framework and language for evaluation that provides educators with a clear set of expectations. The richness of the framework facilitates more accurate rating and increases inter-rater reliability. Most

importantly, because the practices within the framework are positively correlated with student achievement, educators receive feedback on instructional practices that drive student achievement.

Lessons Learned

After 18 months of full implementation across 85 schools, reaching 140+ evaluators and nearly 3,000 teachers, the District learned several vital lessons about what makes an evaluation system effective.
- Leverage teacher and administrator input.
- Improve the system based on real-world implementation.
- Simplicity is best.
- Train evaluators, and train them again.
- Ensure inter-rater reliability and accuracy with a certification and re-certification process using actual classroom observations (video or in-person).
- Seek, embrace and respond to teacher and evaluator input, especially regarding the decisions that impact them.
- Fidelity and fortitude are important.
- Develop, listen to and engage the help of community and outside resources.

Validation Studies

The Tulsa Model has been independently validated by researchers in both a no-stakes and high-stakes context using working principals with only minimal calibration training. The studies confirmed that the Model measures teacher practices that track student achievement growth. The latest validation studies reveal that the overall correlation between value-added estimates and teacher evaluation scores using the Tulsa Model is 0.31 when averaged across grades and subjects.

State Adoption

In late 2011, the Oklahoma Board of Education approved the Tulsa Model as a qualitative evaluation instrument option authorized by state law. Within five months, 499 Oklahoma School Districts and 28 Career Tech Centers adopted the Tulsa Model for implementation in the 2012-2013 school year. To accommodate the demand for the evaluation system, the District trained 90 trainers from across Oklahoma on the Tulsa Model to deliver the process and calibration training throughout the state to both evaluators and teachers.

To date, over 2,200 evaluators have been trained on the Model. To facilitate communications and best practices, the District developed an online portal so that teachers and leaders from across Oklahoma have access to training materials free of charge, including professional development modules, video exemplars, core documents and communities of practice. The District has also partnered with the Teaching Channel to develop a co-branded site with an extensive library of Tulsa Model-tagged videos, a service that the Teaching Channel hopes to scale statewide.

Other reforms

In addition to the development of Oklahoma's evaluation model, Tulsa Public Schools has also enacted aggressive reforms geared toward improving student achievement:

- Value-added reporting, rolled out in a gradual and low-stakes fashion with high-stakes expected in 2013-2014.
- Performance-based RIF provisions in its agreement with the District's teacher association.
- Charter School Compact with three high-performing charter schools that formalizes a culture of shared accountability and collaboration and will provide current/future charter organizations with greater access to support services from the district.

Keith Edward Ballard, Ed.D.
Vita

Education

Doctorate in Educational Administration, 1992
Oklahoma State University

Administrative Certification, 1977
Tulsa University

Master of Education, 1974
Northwestern Oklahoma State University
Major: Reading Specialist

Bachelor of Arts, 1971
Fort Hays State University (Hays, Kansas)
Major: Psychology and Speech

High School, 1967
Kiowa Kansas High School

Professional Experience

2008 to Present	Superintendent, Tulsa Public Schools
2000 to 2008	Executive Director, Oklahoma State School Boards Association
2005 to Present	Professor, EACS, University of Oklahoma
1998 to 2001	Adjunct Professor, Southern Nazarene University
1994 to 2000	Adjunct Professor, Oral Roberts University
1992 to 2000	Superintendent, Claremore Public Schools
1986 to 1992	Superintendent, Oologah Public Schools
1983 to 1986	Assistant Superintendent, Oologah Public Schools
1980 to 1983	Administrative Assistant, Oologah Public Schools
1977 to1980	Assistant High School Principal, Oologah Public Schools
1974 to 1977	Teacher, Oologah Public Schools
1972 to 1974	Teacher, Coweta Public School

Nominations, Awards and Distinctions

- Oklahoma Superintendent of the Year by the Cooperative Council for Oklahoma School Administration and Oklahoma Association of School Administrators, Aug. 2012
- Vision in Education Leadership Award, Tulsa Community College Foundation, Sep. 2012
- State Superintendent's Award for Tulsa's CareerTech programs for outstanding achievement in the delivery of career and technology education in comprehensive schools, Aug. 2012
- Named one of the "Top 25 Family Friends" by *TulsaKids* magazine in celebration of the magazine's 25th anniversary, 2012
- Excellence in Educational Leadership Award by the University Council for Educational Administration, Apr. 2012
- Innovative Schools Award at the Big Picture Principals Conference, San Diego, Feb. 2012
- *TulsaPeople* magazine's "Tulsan of the Year" Jan. 2012
- The Don Newby/Ben Hill award from the Tulsa Metropolitan Ministry for Compassion and Concern for all Human Beings, 2011
- Oklahoma Educators Hall of Fame, 2011
- Served as a 2011 Brock International Prize in Education Juror
- OASA District 5 Administrator of the Year, 2010-2012
- National School Board Association "Executive Educator" Too 100 Administrators in North America with 10 years of Administrative Experience or Less, 1988
- Special Recognition by Oologah Area Chamber of Commerce for Outstanding Contribution to Community, 1988 & 1993
- Oklahoma Association of School Administrators District Six Administrator of the Year, 1988-1989
- Who's Who in American Education
- Who's Who Registry of Global Business Leaders 1993-1994 edition
- Strathmore's Who's Who Registry of Business Leaders

PUBLICATIONS AND FIELD RESEARCH

- Weekly Superintendent's Message in Tulsa Public Schools Superintendent's Bulletin
- Monthly OSSBA Journal
- Weekly Executive Director's Desktop
- Weekly Newsletter as Superintendent in Oologah and Claremore
- Ballard, Keith; 2001, Teacher Supply Demand, Oklahoma Association for Supervision and Curriculum Development, Oklahoma City
- Have written several editorials which have appeared in various newspapers.
- The Oologah Tornado: The Impact of Disaster on a School District

Professional Organizations

- Cooperative Council for Oklahoma School Administration
- American Association of School Administrators
- Oklahoma Association of School Administrators
- Oklahoma Curriculum Improvement Commission
- Association of School Business Officials
- United Suburban Schools Association
- Oklahoma Commission for Educational Leadership
- Oklahoma Association of Supervision and Curriculum Development

Professional Leadership Positions

- Chair, Tulsa Area County Superintendents Association, 2010-2011 and 2012-2013
- National School Boards Association Liaison Committee representing Executive Directors on the NSBA Board of Directors, 2002-2004, 2007-2008
- National School Boards Association In-Service Committee for Executive Directors, 2001-2002
- Founding Member, Oklahoma Education Coalition (OEC)
- Oklahoma Education Coalition Chairperson, 2001-2002, 2004-2005 and 2007-2008
- Oklahoma Education Coalition, OEC Chairperson-Elect, 2000 – 2001
- Member, Board of Trustees, Oklahoma Educational Technology Trust, 2000-2008
- Chairperson, Board of Trustees, Oklahoma Educational Technology Trust, 2002-2004
- Member, United Suburban Schools Association Executive Committee, 1996-1999
- President, Oklahoma Association of School Administrators, 1997-1998
- President, United Suburban Schools Association, 1996-1997
- President-Elect, Oklahoma Association of School Administrators, 1996-1997
- Vice President, Oklahoma Association of School Administrators, 1995-1996
- County Coordinator for Oklahoma Association of School Administrators, 1989-1995
- Member, Senator Tom Coburn's Education Advisory Committee, 1994-2000
- Member, State Superintendent's Advisory Council, 1991-2008 and 2012-2013
- Member, Executive Committee, Oklahoma Curriculum Improvement Commission, 1985-Present
- President, Oklahoma Curriculum Improvement Commission, 1989-90 & 1993-94
- Member, Oklahoma State Professional Standards Board, 1988-1992
- Chairman, Board of Trustees, Health Protection Pool for Oklahoma Schools 1986-1991
- Member, Oklahoma State North Central Association/Commission on Schools 1987-1990
- Member of Board of Trustees, Oklahoma Insurance Association 1984-1988

Impact on the State Educational Community

- Served on a 10-member Superintendent's Advisory Committee to Secretary of Education, Dr. Floyd Coppedge, in 1998.
- Played a key role in the passage of legislation that secured health insurance benefit for certified school personnel.
- Served on the first governing committee for the Oklahoma Education Technology Trust that provided millions of dollars for technology training and equipment.
- Developed guidelines for Whole Board Training programs that provided training to board members in their local school settings. Personally worked with over 125 individual school boards.
- Spent three weeks in the Republic of Georgia developing board of education policies as they entered into a democracy
- Assisted in the formation of the Oklahoma Education Coalition that united ten education groups to work together to improve education.
- Supported the successful legislative effort to improve retirement benefits for Common Education employees that were nearly equal to the other state retirement systems. Was instrumental in the passage of the EESIP legislation enacted during the 2006 special legislative session.
- In addition to the above activities, active for several years with the Oklahoma State Legislature on education issues. Met regularly with key legislative and other state leaders to help shape educational legislation and policy. Testified regularly at various legislative committees.

Innovative Educational Programs

- Implemented block scheduling at Claremore High school.
- Assisted with the establishment of NewNet 66, a technology consortium that still provides services to several Eastern Oklahoma schools.
- Led the way in the establishment of the Teacher Effectiveness Initiative with Tulsa Public Schools.
- Established the Teach for America Corps presence in Tulsa Public Schools.
- Led the way for new essential programming for school improvement with the establishment of ACT/America's Choice.
- Launched a partnership with Energy Education Inc. to initiate an energy cost and savings plan that may save the district $30 million over a 10 year period for the Tulsa schools.
- Implemented "win-win" approach to negotiations with the teacher union that was a more positive and transparent process that improved relationships between the union and the administration (in Claremore and Tulsa).

Extracurricular and Community Involvement

- Member, Board of Directors, Tulsa Area United Way, 2009-Present
- Member, Board of Directors, Indian National Council of Boy Scouts of America
- Member, Board of Directors, Salvation Army
- Member, Board of Directors, Tulsa Symphony
- Member, The Rotary Club of Tulsa, 2010-Present
- Ex officio member, Foundation for Tulsa School
- Member, Board of Directors, United Way of Claremore, Oklahoma
- Member, First United Methodist Church, and past Sunday School Teacher, Claremore, OK
- Member of Planning Commission Subcommittee, Claremore, 1998-2000
- Member, Board of Directors, Claremore Regional Medical Center 1988-1992
- Member, Board of Directors, Claremore Public Schools Foundation, 1992-2000
- Member, Claremore Rotary Club, 1992-2000
- Coach, Oologah Little League Baseball Teams, Oologah Green Country Soccer Teams, Oologah Elementary Basketball (Coached youth teams for 12 years)
- Coach, Claremore Optimist Basketball
- Member and Coach, Claremore Youth Baseball Association

Presentations, Speeches and Educational Involvements

Prior to becoming the Superintendent of Tulsa Public Schools, made numerous presentations and speeches to various groups and organizations and have served on several panel discussions. The following are some of the groups I have made presentations to:

- Page One Luncheon Speaker – Tulsa Press Club
- Oklahoma New Superintendents – Topics included communications, negotiations, disaster preparation and recovery, and ethics for superintendents.
- State Administrators Organization (OASA), taught Aspiring Superintendent's workshops covering all aspects of the school superintendency.
- State Vocational Department of Oklahoma State University, taught several workshops on disaster preparation and recovery, bond issues, and leadership.
- Oklahoma State School Boards Association, made presentations to school board members on several subjects including School Board Policy, The Open Meeting Act, and Roles and Responsibilities of Superintendents and Board Members.
- Keynote speaker for the 1994 Claremore Area United Way Kick-Off Luncheon.
- Keynote speaker for the jointly sponsored 1994 Oklahoma School Plant Management Association and Oklahoma State Department of Education convention Annual Conference.
- Keynote speaker for the 1996 Oklahoma Association of Community Colleges.
- Keynote speaker for the 1998 Annual Banquet for Northeastern State University Administrators Alumni Organization.
- Addressed the opening session at the Oklahoma Education Association Legislative Conference, July 1998.

- Presented on Career Technology Curriculum to administrators and school board members, November 2001.
- Addressed PTA Conference on legislative and educational issue, November 2001, 2002 and 2003.
- Bond Issue presentations for OSU Center for Business Education.
- Spoke at ORES Fall Conference on Critical Issues Facing Education, September 2001.
- Spoke numerous times to Oklahoma new superintendents on administration ethics.
- Have conducted over 125 Whole Board Development sessions with individual boards.
- Appeared on legislative panels for OASBO, and spoke on legislative issue for various meetings across the state.
- Spoke at the 1998, 2000 and 2003 Oklahoma Education Coalition statewide rallies.
- Presented yearly at the Oklahoma Advisory Council Annual Conference.
- Member, Board of Directors, Claremore Area United Way
- Member Executive Board, Claremore Area Chamber of Commerce – Chairman of Education Committee, 1992-2000
- Member of Planning Commission Subcommittee, City of Claremore, 1998-2000

Accomplishments During Superintendency at Oologah

- Oologah School Foundation
- Parent Volunteer Program
- Staff Recognition Banquet and other Staff Recognition Programs
- Interact Sessions with Teachers and Support Organizations
- Community Newsletter
- Weekly Staff Bulletins
- Strengthened Teacher Evaluation Program
- Great Books Program which I personally led on a weekly basis.
- Honors Classes at the High School
- Passed Two Bond Issues
- Board and Superintendent Evaluation Programs
- Participative Management
- Strategic Planning Programs
- Initiated $3 Million Building Program
- Computer curriculum and addition of computer hardware.
- Led the school in a $10.5 million rebuilding project after the 1991 tornado.

Accomplishments During Superintendency at Claremore

·   Initiated long-range building improvement plan.
·   Passed four bond issues totaling $15.1 million.
·   Established Superintendent's Advisory Council.
·   Established several staff committees and initiated participative management program.
·   Restructured grade grouping in the school.
·   Reorganized central office staff.
·   Established Technology Plan for school district.
·   Initiated curriculum reorganization.
·   Established formal budgeting process.
·   Established communication programs with School Board, community & staff.
·   Strengthened teacher evaluation program.
·   Implemented block scheduling.
·   Established a school-community program where students go into the community for work and educational experience.
·   Expanded nine-week course offerings at the high school and taught nine-week class on leadership.
·   Established a School Safety Program
·   Established a Character Education Program
·   Instituted Advance Placement Classes
·   Instituted Teachers as Advisors Program
·   One of four superintendents who started NewNet 66, a technology consortium.

Accomplishments as Director of Oklahoma State School Boards Association

·   Established Whole Board Development Program where individuals worked with boards in their home setting.
·   Personally trained with over 125 Boards of Education.
·   Increased the number of OSSBA attorneys from one to four with attorneys serving as resources to schools as well as having director responsibilities within OSSBA.
·   Assisted with writing the program to institute a board training program for the Republic of Georgia, as they entered into a Democracy. Spent three weeks in Georgia assisting selected individuals to establish curriculum and helped with board policies and procedures as they instituted Boards of Educations.
·   Winning the 65 percent ballot initiative legal challenge.
·   Superintendent search services extended to include career technology center school districts.
·   Adding a school board member to the staff.
·   Served as chair of the Oklahoma Education Coalition which was very active in the Oklahoma Legislature and the Governor's office.
·   Brought an Unemployment Compensation program into OSSBA as opposed to being with an outside entity.
·   Established a strong lobbying office to inform the legislature

Accomplishments During Superintendency at Tulsa Public Schools

· Passed the largest bond in the history of Tulsa Public Schools totaling $354 million.
· Led the way to become of one ten district finalists in the United States for the Gates Foundation Award and continue as one of eight districts that continue to work with Gates.
· Established a philanthropic working committee who invested funds based on the original plans from the Gates Foundation Award application.
· Created stronger community collaboration with the establishment of Superintendent's Hispanic, Community and Faith-Based Advisory Committees.
· Initiated the reorganization of the Education Service Center and organizational structure.
· Led the charge to establish Teach for America Corps presence with teacher in the district in 2010 to present.
· Created a Program Management Office
· Established the Teacher/Leader Effectiveness Initiative
· In conjunction with teachers, principals and the Tulsa Classroom Teachers Association developed a comprehensive new teacher evaluation system. Made available free of charge to all school districts in Oklahoma, 500 school districts in the state have elected to use Tulsa's evaluation model.
· Led the way for new essential programming for school improvement with the establishment of ACT/America's Choice.
· Instrumental in establishment of several federal School Improvement grants.
· Created Project Schoolhouse to engage stakeholders in the process of school consolidation and successfully closed 14 schools with the cooperation of the Tulsa community.
· Spearheaded the creation of a new five-year strategic plan.
· Launched a partnership with Energy Education to initiate energy and cost savings plan.
· Continue development of four established magnet high schools.
· Defined and regulated the use of stimulus funds to the district.