

Oklahoma City Public Schools

Teacher and Leader Effectiveness District Teacher Guidelines

2016-2017



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

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Teacher and Leader Effectiveness

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

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

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

The Marzano Teacher Growth and Evaluation Model is the official evaluation tool for all

Oklahoma City Public Schools certified personnel working under a collective bargaining agreement contract as a teacher or building administrator. For additional information please visit <http://www.okcps.org/Domain/1039>

The Marzano Teacher Growth & Evaluation Model

The Benefits

The benefits of using the Marzano Teacher Growth & Evaluation Model as not only an instructional model, but an evaluation tool are numerous and far-reaching. A few of the benefits include:

- ✓ **Accuracy and reliability.** The Model offers high levels of inter-rater reliability, ensuring fairness and accuracy in teacher evaluation.
- ✓ **Results-oriented.** It provides specific, focused feedback and a library of resources to show teachers how to improve over time in a wide array of instructional practices. Originally developed as a teacher growth framework, the model is both formative and summative. Data collection and observation feedback with the iObservation platform is instant.
- ✓ **Focused on student progress.** The Model is validated by decades of data analysis and on-site experimental/control studies in real classrooms, correlating strategies to increased student achievement.
- ✓ **Supportive.** Marzano Consultants provide ongoing, in-depth training and scalable programs rooted in research to transform theory into practice. Professional development, self-assessment, and peer collaboration are built into the model and into the iObservation platform.

The District Celebrates Your Art of Teaching!

Marzano recognizes the many effective teaching strategies found in our classrooms. The Marzano Evaluation is not a “checklist”. There are not a set number of strategies that an evaluator needs to see to achieve a certain rating. Rather, it is the appropriateness of the strategy and the implementation quality of the strategy that is rated. In addition, it is against the basic tenants of teaching to use all strategies during a single observation. Several strategies should be evident throughout a unit of instruction and/or course of your instructional career.

THE EVALUATION PROCESS

What Will Be Evaluated?

As OKCPS moves into full implementation of the Marzano Instructional Framework and Evaluation Tool, it becomes necessary for the District to use the Model as a whole in order for it to be a truly effective growth model. By taking a holistic approach to observations and evaluations, all Design Questions will be observable during an observation.

Who Will Be Evaluated?

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

How Will Teachers Be Evaluated?

Probationary and Career Teachers

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

*OKCPS recognizes these definitions for SY 16-17

A “Career” teacher means a teacher who:

- a. is employed by a school district prior to the 2017-2018 school year and has completed three (3) or more consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract, or
- b. is employed for the first time by a school district under a written continuing or temporary teaching contract during the 2017-2018 school year and thereafter:

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

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

(3) has completed four (4) or more consecutive complete school years in one school district under a written continuing or temporary teaching contract and has not met the requirements of subparagraph a or b of this paragraph, only if the principal of the school at which the teacher is employed submits a petition to the superintendent of the school district requesting that the teacher be granted career status, the superintendent agrees with the petition, and the school district board of education approves the petition. The principal shall specify in the petition the underlying facts supporting the granting of career status to the teacher;

A "Probationary" teacher means a teacher who:

- a. is employed by a school district prior to the 2017-2018 school year and has completed fewer than three (3) consecutive complete school years as a teacher in one school district under a written teaching contract, or
- b. is employed for the first time by a school district under a written teaching contract during the 2017-2018 school year and thereafter and has not met the requirements for career teacher as provided in paragraph 4 of this section;

The district recognizes that probationary teachers may come to the district with varying pedagogical backgrounds as compared to career teachers. As such, the district will assist teachers in their developmental progression by utilizing two (2) teacher categories when calculating evaluation scores in iObservation. All probationary teachers will be Category I (CI) teachers, and all career teachers will be Category II (CII) teachers.

Marzano Rating Scale

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

Not Using	Beginning	Developing	Applying	Innovating
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(Level 0) 1.0-1.4 *Ineffective(1)	(Level 1) 1.5-2.4 *Needs(2) Improvement	(Level 2) 2.5-3.4 *Effective(3)	(Level 3) 3.5-4.4 *Highly(4) Effective	(Level 4) 4.5-5.0 *Superior(5)
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***State Scale Equivalent**

Proficiency Scales

Proficiency Scale for Category I (CI) and Category II (CII) Teachers

Category I(Probationary Teacher)	Superior (5)	Highly Effective(4)	Effective(3)	Needs Improvement (2)	Ineffective (1)
Calculation Formula	At Least 70% at Level 4	At Least 70% at Level 3	At Least 40% at Level 2	60% or more at Level 1	50% or more at Level 0
Category II(Career Teachers)	Superior (5)	Highly Effective (4)	Effective (3)	Needs Improvement(2)	Ineffective (1)
Calculation Formula	At Least 80% at Level 4	At Least 80% at Level 3	At Least 50% at Level 2	50% or more at Level 1	40% or more at Level 0

Domain Weighting

The Domains will be weighted using the default formula suggested by the TLE Task Force. The weighting is based on sound research conducted by LSI utilizing each Domain's direct correlation to student achievement and teacher growth. The weighting is as follows:

Domain 1=70%	Domain 2=15%	Domain 3=0%	Domain 4=15%
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Marzano Evaluation Score

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

Overall Status and Final Score

Superior

Greater than or equal to 4.5

Highly Effective

Less than 4.5 and greater than or equal to 3.5

Effective

Less than 3.5 and greater than or equal to 2.5

Needs Improvement

Less than 2.5 and greater than or equal to 1.5

Ineffective

Less than 1.5

Please Note:

All observations that count towards evaluation will be completed via iObservation.

All calculations will be computed via iObservation.

Definitions and Frequency of Formal and Informal Observations

For the 2016-2017 school year, Category I (probationary) and Category II (career) teachers will receive the same number of observations.

All teachers will participate in:

✓ 2 informal unannounced observations that count towards the final evaluation score.

✓ 1 formal announced observation that counts towards the final evaluation score.

*See “Off-Cycle” teacher evaluation schedule

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

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

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

- Marzano Observation and Feedback Protocol- Domains 1,2,3, and 4 (v3)
- Instructional Support Personnel Form (Non-Classroom) (v4)

Definitions of these observation types are as follows:

<i>Observation Type</i>	<i>Announced</i>	<i>Unannounced</i>
Informal	<ul style="list-style-type: none"> ➤ 15-20 minutes in length ➤ Teacher is informed that the observation will occur ➤ Timely, actionable feedback provided ➤ Results will not be used in final evaluation scores 	<ul style="list-style-type: none"> ➤ 15-20 minutes in length ➤ Teacher is informed that the observation will occur ➤ Timely, actionable feedback provided ➤ Results will be used in final evaluation scores
Formal	<ul style="list-style-type: none"> ➤ Minimum 30 minutes in 	N/A

	<p>length</p> <ul style="list-style-type: none"> ➤ Pre-Conference ➤ Post-Conference ➤ Results used in final evaluation scores ➤ Written, actionable, and timely feedback provided to the teacher 	
Peer	<ul style="list-style-type: none"> ➤ 15-30 minutes in length ➤ Teachers work together to schedule an observation time ➤ Written, actionable feedback provided (without ratings) ➤ Results will not be used in final evaluation scores 	N/A
Walkthrough	N/A	<ul style="list-style-type: none"> ➤ 5-10 minutes in length ➤ Recorded via

		iObservation (Optional), > Same day, actionable feedback provided to teacher > Results will not be used in final evaluation
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Please read below:

5. An individualized program of professional development for all teachers and administrators as adopted by the school district board of education as set forth in subsection B of Section 6-101.10 of this title;

For the 2017-2018 school year, school districts shall incorporate the individualized programs of professional development as described in subsection B of this section on a pilot program basis, and c. for evaluations of teachers and administrators conducted during the 2018-2019 school year, and each school year thereafter, school districts shall fully incorporate and put into operation the individualized programs of professional development as described in subsection B of this section;

B. 1. Every policy of professional development adopted by a school district board of education shall provide for the development of a focused and individualized program of professional development for the teacher or administrator that is consistent with the qualitative component of the TLE. The policy of professional development shall:

a. establish an annual professional growth goal for the teacher or administrator that is developed by the teacher or administrator in collaboration with the evaluator,

b. be tailored to address a specific area or criteria identified through the qualitative component of the TLE,

c. allow the teacher or administrator to actively engage with learning practices that are evidence-based, researched practices that are correlated with increased student achievement, and

d. be supported by resources that are easily available and supplied by the school district and the State Department of Education.

2. School districts shall monitor compliance with each individualized program of professional development implemented pursuant to this subsection. All professional development completed pursuant to an individualized program of professional development shall count toward the **total number of points a teacher or administrator is required to complete as established by a school district board of education pursuant to** Section 6-194 of this title. The implementation of the individualized program of professional development required by this subsection shall not be construed as increasing the professional development points requirements.

3. Individualized programs of professional development required by this subsection may include but are not limited to the following learning practices:

- a. presenter-led workshops,
- b. individual or faculty studies of books, scholarly articles and video productions,
- c. peer observations,
- d. committee studies to address student achievement issues,
- e. work related to a specific subject area or areas associated with obtaining an advanced degree or professional certification,
- f. action research projects designed to improve student achievement, and
- g. participation in local, regional or state initiatives associated with the development or implementation of curriculum standards.

Late Hires and Early Resignations/Retirements

Late Hires

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

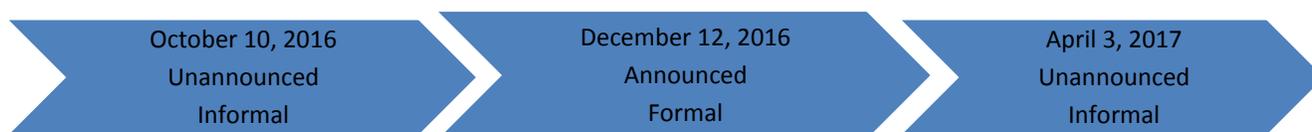
Early Resignations/Retirements

If a teacher resigns/retires prior to the end of the school year, the evaluative observations conducted up to the resignation/retire date will be used to calculate the final evaluation score. After these observations are finalized but prior to the

resignation/retire date, the observer must complete the Final Evaluation process.

The 2016-2017 OKCPS Observation Cycle

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



finalized.

***Observer last physical day in classrooms is the Friday prior to the observation cycle deadline date. SEE BELOW:**

October 7, 2016 - December 9, 2016 - March 31, 2017

*Please be reminded that, "Midpoint Scores" are to be completed by the December 18, 2016 evaluation deadline. Please see the section on "Midpoint Evaluation."

*Please be reminded that, "Final Evaluation Scores" are to be completed by the April 3, 2017 evaluation deadline. Please see the section on "How to Finish an Evaluation."

Off-Cycle Teachers

In alignment with HB2957, Oklahoma City Public Schools will implement the following evaluation schedule for "Career Teachers."

1. Any “Career Teacher” that scored a 3.5 or higher SY 15-16 is exempt from evaluations for SY 16-17
2. Any “Career Teacher” that is exempted for SY 16-17 must be evaluated for SY 17-18
3. Any “Career Teacher” that is evaluated SY 17-18 and scores 3.5 or higher is then evaluated every 3 years
4. Any “Career Teacher” that is evaluated SY 16-17 and scores 3.5 or higher is then evaluated every 3 years

Formal Observations

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

STEP 1- Pre-Conference The teacher will submit the pre-conference form to their evaluator via iObservation. **All of the pre-conference questions must be completed, with the exception of the “Addressing Content” section. For this section, only answer the question(s) related to the observed lesson.** The evaluator will set the date, time and place for the in-person, pre- conference meeting. The pre-conference meeting should be held in the teacher’s room. This will allow the teacher to show the evaluator specific ways they have prepared their classroom for the upcoming observation. During the conference, the teacher should discuss what the evaluator should see when the evaluator comes into the classroom. The evaluator may ask for clarification, make suggestions, or offer guidance based on the responses on the pre-conference form as well as the conference dialogue. Finally, a date and time will be set for the observation by the teacher.

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

STEP 3- Post-Conference Evaluators will provide the teacher the post-conference form immediately following the observation. When providing the post-conference form, evaluators will also provide the date, time and place for the post-conference. As with the pre-conference, holding the post-conference in the teacher’s room allows the teacher to explain the specifics of their classroom. **After the teacher electronically returns the post-conference form, the evaluator should “share” (not “finish”) the observation via iObservation.** This will also allow the evaluator the opportunity to add to the observation before it is finalized. **Please note, post- conferences must be held within five (5) days of the Formal Observation.** During the post- conference, the teacher and evaluator should summarize the lesson, analyze student learning against the planned

purpose, and consider ways that the learning will impact future instruction. **After the conclusion of the post-conference, the evaluator can “finish” the observation in iObservation.** This finalizes the observation results.

Informal Observations

Informal Observations can be announced or unannounced and may or may not count towards a teacher's final evaluation score.

As stated on page () an announced Informal Observation is:

- ✓ 15-20 minutes in length,
- ✓ the teacher is informed in advance of the observation,
- ✓ the evaluator will provide timely, actionable feedback, and
- ✓ the results will not be used in final evaluation scores.

An unannounced Informal Observation is:

- ✓ 15-20 minutes in length,
- ✓ the teacher is not informed in advance of the observation,
- ✓ the evaluator will provide timely, actionable feedback, and
- ✓ the results will be used in final evaluation scores.

Peer Observations (Highly Recommended not required)

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

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

and observed teacher.

Walkthroughs (Highly Recommended not required)

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

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

Interventions and Support Plans for Teachers

To continue the alignment with, “The Great Commitment-Pillar #3 Effective Teachers, Leaders and Staff,” OKCPS is committed to developing a team of highly skilled, well-trained teachers, and leaders , and staff to assist in professional learning and peer-to-peer developmental opportunities at school, department, and district levels. OKCPS will provide timely intervention for “struggling” teachers and staff. We are committed to developing the scope-and-sequence of professional development courses to be completed at each stage of a teacher’s career. We are committed to setting and articulating the professional standards for all staff by job-type and provide training programs aligned to those expectations. We are also committed to the facilitation of an induction of new teachers by offering orientation, training, and mentor-teacher support. The district has a multitude of resources for teachers to receive additional interventions and supports.

1. Category I teachers will receive additional support and resources through job-embedded professional development, The New Teacher Induction Program, Lead Mentor Teacher Program, and the OKCPS Instructional Coaching Program.
2. Category II teachers will receive additional support and resources through job-embedded professional development and the OKCPS Instructional Coaching Program.
3. If a teacher is rated as Needs Improvement (after 2 observations that count) then by statute, the teacher will receive a “comprehensive remediation plan and instructional coaching.” See 70 O.S. 6-101.16. The District will use SMART Goals to complete this task.
4. A principal may recommend a teacher to participate in additional professional development based on the Marzano Instructional Framework. This includes, but is not limited to professional development offerings and individual coaching sessions.
5. Teachers may also benefit from the instructional coaching services of the Curriculum Instruction,, and Assessment Department, Early Childhood Education Department, Educational Technology Services Department, Language and Cultural Services Department, Professional Development Department, School Climate and Student Discipline Department, and the Special Education Department.
6. On their own initiative, a teacher may participate in additional out-of-district professional development that is aligned with the Marzano Instructional Framework.

A teacher’s progress through the program may be assessed through reviewing

observation data, but not limited to, conferences, teacher provided evidence, and student work evidence. It is recommended to conduct additional informal observations through iObservation, that will not count towards a final evaluation, to assess progress. Evaluators will provide clear, actionable feedback to teachers.

All Departments will work cooperatively to provide opportunities for job- embedded professional development that is directly related to each teacher's SMART Goals.

Plan for Improvement

If a teacher is rated as Ineffective (**1.4 or below**) in one (1) or more Domains after 2 observations that count toward the final evaluation, the teacher will be placed on a Plan for Improvement. The Plan for Improvement shall not exceed 60 calendar days. The teacher's evaluator shall be a resource for the teacher in completing the Plan for Improvement. The teacher is responsible for completing the requirements of the Plan for Improvement by the Plan's end date. The evaluator shall provide the teacher with written notification of the outcome of the Plan for Improvement by the Plan's ending date.

Steps for Completing a Plan for Improvement

In order for the process for a Plan for Improvement to begin, 2 observations that count toward the final evaluation must be completed. If the teacher is rated Ineffective in one (1) or more Domains, then the evaluator must begin the Plan for Improvement process as outlined below. Please note, the Plan for Improvement form is available electronically on the OKCPS TLE website.

STEP 1- The evaluator must complete the teacher information section and "Marzano Teacher Evaluation Model Targeted Element(s)" section of the form prior to meeting with the teacher. The form refers to a "Targeted Element". A "Targeted Element" is an element that was consistently rated low in the teacher's observations and significantly contributed to the Ineffective rating for a particular Domain. When scheduling the meeting, it is recommended that the evaluator ask the teacher to review their past observations via iObservation and come to the meeting with suggestions on how to improve.

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

STEP 3- The evaluator and teacher will develop a SMART Goal for each Targeted Element. A SMART Goal is Specific, Measureable, Attainable and Ambitious, Results-driven, and Time- Bound. These goals should be collaboratively created; however, the evaluator should provide clear guidance as to the required outcome.

STEP 4- The evaluator will complete the “Instructional Coaching to be Provided” section. Ideally, instructional coaching should be provided by the evaluator. If this is not possible, the evaluator must be closely involved in the monitoring of the coaching.

STEP 5- The evaluator will review the admonishment statement with the teacher and provide the teacher with an opportunity to comment on the Plan. The teacher will have up to ten (10) workdays to complete the teacher comments section. The evaluator should also include any comments they may have. Both the teacher and the evaluator must sign and date the form in the area provided.

Based on the SMART Goal Completion Date, the evaluator will select a date to review the Plan’s progress. The evaluator will insert the selected date in the space provided.

STEP 6- Prior to the meeting, the evaluator must complete the chart in Part B indicating whether the goals were met. During the meeting, the evaluator and teacher shall discuss the Plan and the evaluator shall make recommendations in the section provided. The teacher then has an opportunity to comment on the Plan. The teacher may have up to ten workdays to complete the teacher comments section. The evaluator should also include any comments they may have as well as next steps. Both the teacher and the evaluator must sign and date the form in the area provided.

Marzano Evaluation Glossary

Term	Description
Applying (generic)	Strategy is used and monitored to see if it has the desired effect with the majority of students.
Beginning (generic)	Strategy is used but pieces or components are missing.
Category I Teachers	A probationary teacher who has completed fewer than three (3) consecutive complete school years in the district.
Category II Teachers	A career teacher who has completed at least three (3) consecutive complete school years in the district.
Marzano Teacher Evaluation Model	Describes the link between classroom practices and behaviors that have a direct impact on student learning. In the Marzano Evaluation Framework, Domain 1 Classroom Strategies and Behaviors have the most direct link to student learning.
Common Language	<p>A transparent way to talk about instruction that is shared by everyone. It is a well-articulated knowledge base that describes the complexity of teaching and describes key strategies revealed by the research to have a high probability of impacting student learning. It should also describe the instructional context for appropriate use of instructional strategies to have the highest probability for raising student learning. The common language represents what a school or district defines as effective instruction.</p> <p>A common language enables teachers to engage in decision making, professional conversations and deliberate practice aimed at improving student achievement.</p> <p>For administrators, a common language provides the means to offer focused formative and summative feedback. It supports administrators in making decisions regarding hiring and selection of teachers, the induction of new teachers, professional development, coaching and support for struggling teachers as well as opportunities to develop career ladders for teachers. A common language is a key improvement strategy that provides the context for aligning all instructional programs.</p>
Consecutive Complete School Years	A teacher fulfills the requirement of a complete school

Term	Description
	year if they begin employment with the district by the 1 st day of instruction. The school year becomes consecutive when there is an uninterrupted succession of subsequent years.
Contemporary Research	Recent research conducted within the last five to seven years.
Deliberate Practice	A mindset that requires teachers to precisely attend to what they are doing in the classroom on a daily basis to identify what is working and what isn't and to determine why students are learning or not. In deliberate practice teachers identify up to three thin slices of teaching to focus their efforts to improve. Deliberate practice requires establishing a baseline for performance in a focus area (thin slice) and engaging in focused practice, feedback and monitoring of progress within a time bound goal for improvement.
Design Questions	10 questions that teachers ask themselves when planning a lesson or unit of instruction.
Developing (generic)	Strategy is used correctly but the majority of students are not monitored for the desired effect of the strategy.
Domain	A body of knowledge defined by research representing a particular aspect of teaching.
Focused Feedback	Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective and actionable. Feedback is generally provided by administrators, coaches, and peers.
Focused Practice	Practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the teacher can experience success.
Formal Observation	The formal observation is one method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is not the summative evaluation. The formal observation will be a minimum of 30 minutes. The formal observation includes a planning (pre) and reflection (post) conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon

Term	Description
	their practice, engage in a collaborative decision making process and help administrators clarify expectations. Both the planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner.
Growth Mindset	The belief that your abilities can be better developed through learning and improving new and existing skills.
High Probability Strategies	Research can never identify the instructional strategies that work with every student in every class. The best research can tell us is which strategies have a good chance of working well. Teacher must determine which strategies to use with the right students at the right time. Research-based strategies have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context.
Informal Observation	The informal observation can be announced or unannounced and will be between 5 and 15 minutes. There is no planning or reflection conference. An informal announced observation will be scheduled prior to the observation while an unannounced informal observation is not scheduled. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process. While planning and reflection conferences are not required, observers should provide timely and actionable feedback to teachers regarding these observations.
Innovating (generic)	New strategies are created to meet needs of specific students or class as a whole in order for the desired effect to be evident in all students.

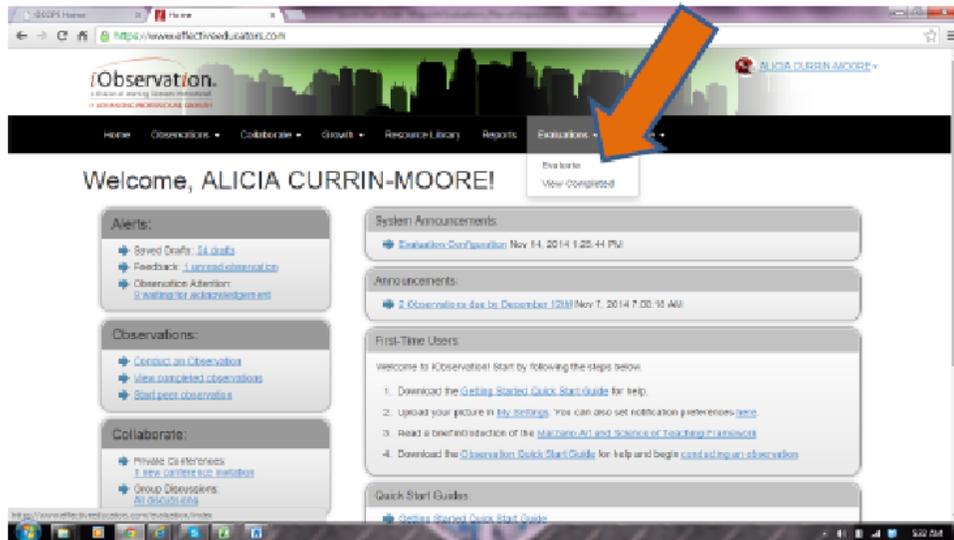
Term	Description
Instructional Coach	A partnership approach to improving instructional effectiveness. Instructional Coaches align with classroom teachers to share teaching best practices, lesson modeling, resources, and support.
Lesson Segment Low Inference Feedback	Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times. The Marzano Evaluation Framework consists of three major lesson segments: Lesson Segment Addressing Routine Events, Lesson Segment Addressing Content, and Lesson Segment Enacted on the Spot. Written or verbal feedback that provides a detailed record of what took place, using a transcript of events versus an opinion of what was observed. The feedback deepens the practitioners' ability to observe and reflect on their practice. The feedback is more focused on student interactions and learning and stimulates collegial discourse on narrowing the gap between teaching and learning, specifically for the purpose of professional learning and growth.
Not Using (generic)	Strategy is called for, but not used. A teacher may be unaware of the strategy or is aware of the strategy but has not tried it in their classroom.
Plan for Improvement	A collaborative action plan created by the evaluator with assistance from the teacher rated as ineffective.
Planning (Pre)Conference	The planning or pre-conference provides an opportunity for the teacher and the administrator to talk about the lesson prior to the formal announced observation. During this time, the teacher and observer use the planning conference form as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided.
Reflection (Post)Conference	The reflection or post-conference provides an opportunity for the teacher and the administrator to reflect about the lesson, clarify expectations and plan forward using the reflection (post)conference form as a guide for reflection and feedback.
Scales	Scales describe novice to expert performance (level of skills) for each of the 60 strategies included in the four domains of the Marzano Evaluation Framework. The scales provide a means for teachers to gauge their use

Term	Description
Student Evidence	of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies. These are embedded within the observation protocol using the labels: Not Using, Beginning, Developing, Applying, and Innovating. Specific observable behaviors that students engage in response to the teacher's use of particular instructional strategies.
Targeted Element	An element that was consistently rated low in the teacher's observations and significantly contributed to the Ineffective rating for a particular Domain.
Teacher Evidence	Specific observable behaviors that teachers engage in when using a particular instructional strategies.
Thin Slices of Behavior	Notable teaching moves that can be observed in a classroom.

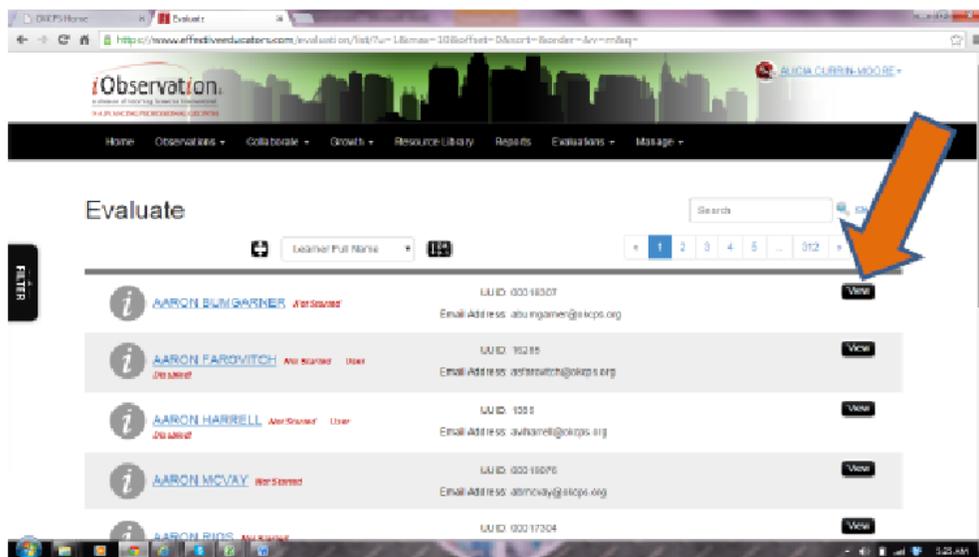


Midpoint Evaluations are completed after the first 2 observations that count towards evaluation. Think of the midpoint evaluation as a progress report for the teacher.

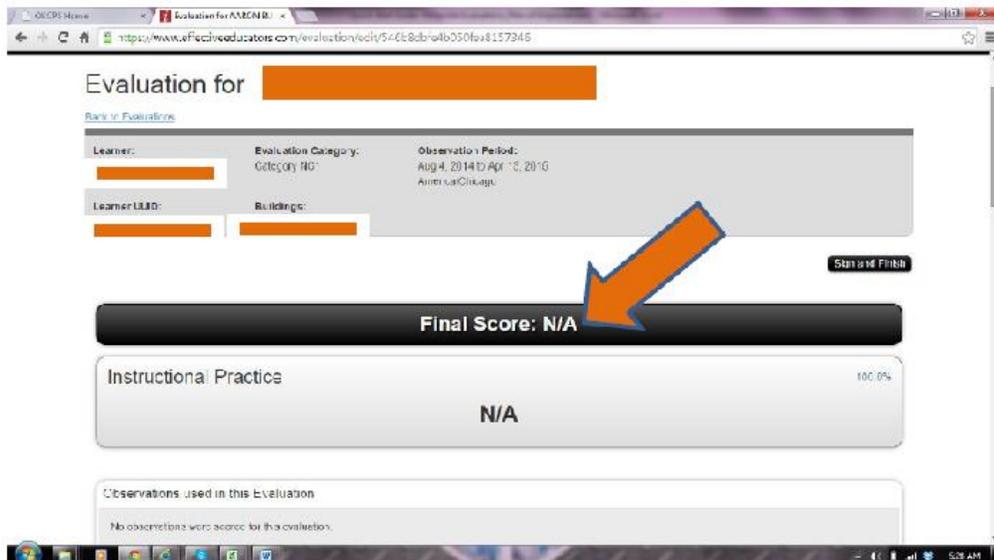
Step 1- Hover over “Evaluations” and click “Evaluate”.



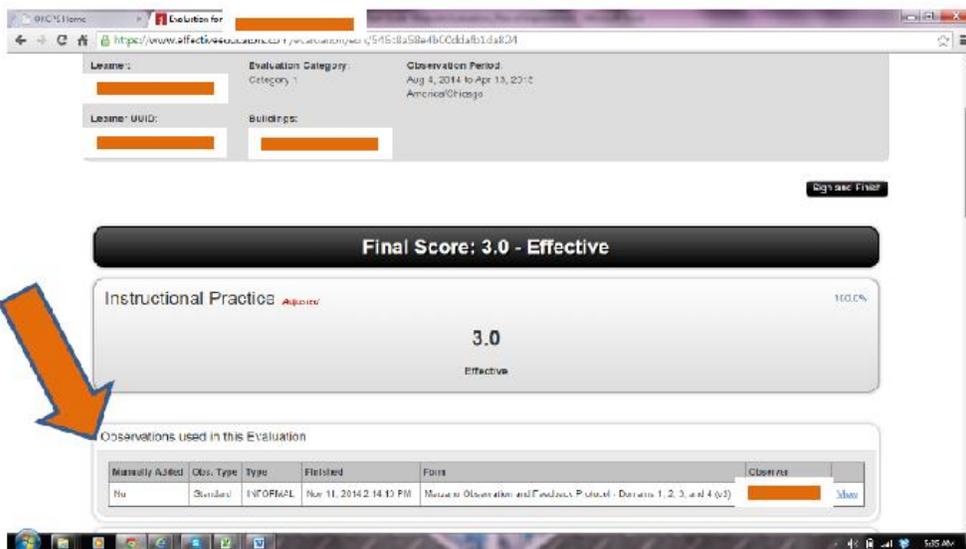
Step 2- Find your teacher’s name. Click “View” next to the teacher’s name.



NOTE: If you see an N/A under score, STOP. This means that the teacher has not had any observations that count. Please complete the observations, then complete the midpoint evaluation.



NOTE: If the teacher only has one observation recorded, STOP. Midpoint evaluations must have two observations. Please complete the second observation, then complete the midpoint evaluation.



Once you have 2 observations, go to Step 3.

Step 3- Check to see if the correct observations are listed under “Observations used in this Evaluation” **HINT- if an observation is missing, or if the wrong observation has been counted, see “Quick Start Guide- Revert to Draft”**

Final Score: 3.4 - Effective

Instructional Practice *Assessed* 100.0%

3.4
Effective

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer	
No	Standard	INFORMAL	Nov 2, 2014 4:47:32 PM	Mazeau Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)	[Orange Bar]	View
No	Standard	INFORMAL	Nov 18, 2014 7:43:09 PM	Mazeau Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)	[Orange Bar]	View

Final Score Scale Range: 1.0 - 5.0

Level	Superior	Highly Effective	Effective	Needs Improvement	Ineffective
Details	4.5 - 5.0	3.5 - 4.4	2.5 - 3.4	1.5 - 2.4	0 - 1.4

Step 4- Click “Sign and Finish”.

Leaver UID: [Redacted] Belongs: [Redacted]

Sign and Finish

Final Score: 3.4 - Effective

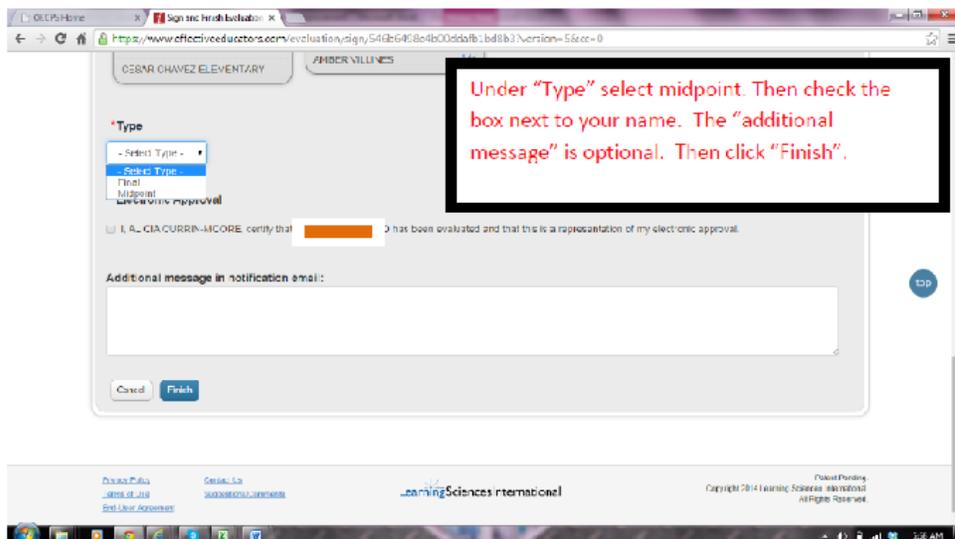
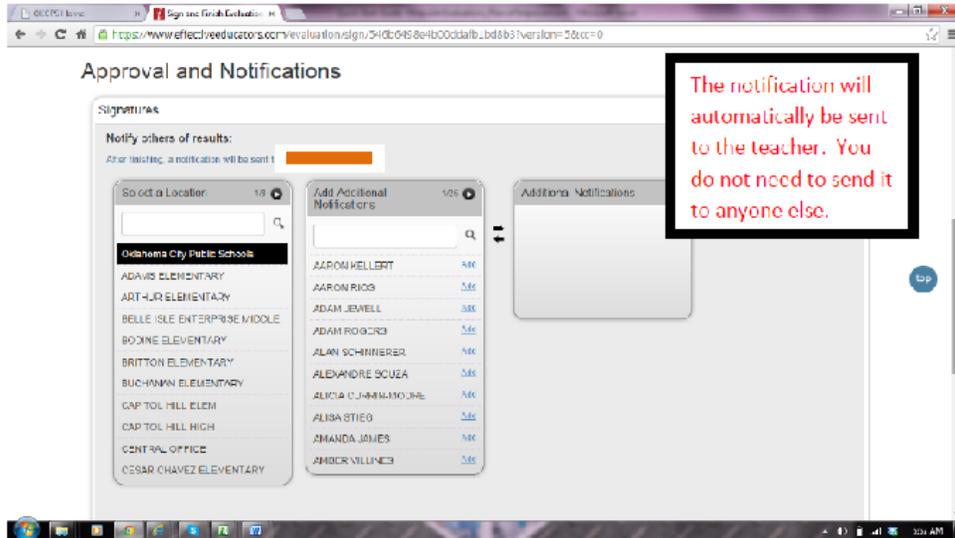
Instructional Practice *Assessed* 100.0%

3.4
Effective

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer	
No	Standard	INFORMAL	Nov 2, 2014 4:47:32 PM	Mazeau Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)	[Orange Bar]	
No	Standard	INFORMAL	Nov 18, 2014 7:43:09 PM	Mazeau Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)	[Orange Bar]	

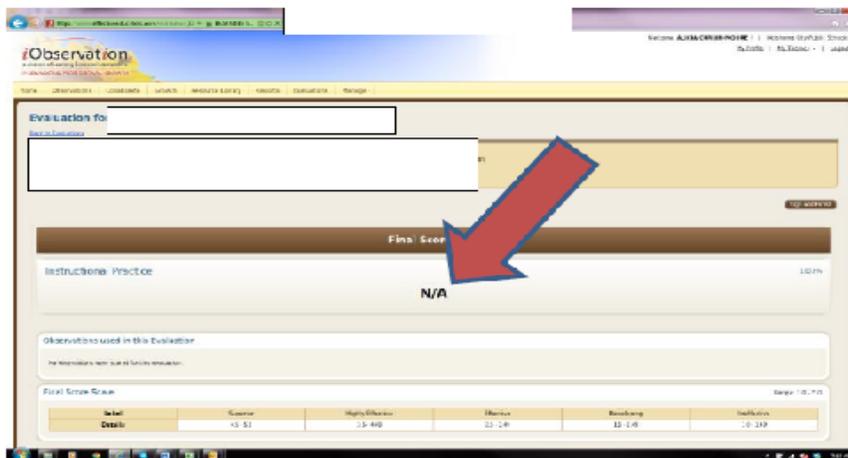
Final Score Scale Range: 1.0 - 5.0



Step 2- Click “Edit” next to the teacher’s name.



NOTE: If you see an N/A under final score, STOP. Do not continue and contact Alicia Currin-Moore.



Step 3- Check to see if the correct observations are listed under “Observations used in this Evaluation” **HINT- if an observation is missing, or if the wrong observation has been counted, see “Quick Start Guide- Revert to Draft”**

Final Score: 4.0 - Highly Effective

Instructional Practice 100%

4.0
Highly Effective

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Timestamp	Form	Observer	View this observation
No	Standard	Formal	Apr 14, 2014 10:30:01 AM	Domain 2: Planning and Preparation	AMARIE WILLIAMS	View this observation
No	Standard	Formal	Apr 15, 2014 11:17:00 AM	Domain 2: Classroom Strategies and Services	AMARIE WILLIAMS	View this observation
No	Standard	Informal	Apr 15, 2014 11:18:28 AM	Domain 2: Classroom Strategies and Services	AMARIE WILLIAMS	View this observation
No	Standard	Formal	Apr 15, 2014 1:53:35 PM	Domain 3: Planning and Preparation	AMARIE WILLIAMS	View this observation
No	Standard	Formal	Apr 15, 2014 1:53:35 PM	Domain 2: Classroom Strategies and Services	AMARIE WILLIAMS	View this observation
No	Standard	Formal	Apr 15, 2014 3:11:58 PM	Domain 3: Reflecting on Teaching	AMARIE WILLIAMS	View this observation
No	Standard	Formal	Apr 15, 2014 5:51:28 PM	Domain 4: Collegiality and Professionalism	AMARIE WILLIAMS	View this observation

Final Score Scale Range: 1.0 - 5.0

Level	Standard	Highly Effective	Effective	Developing	Ineffective
Number	1.0 - 3.0	3.5 - 4.0	4.5 - 4.9	1.0 - 2.9	0 - 1.0

Instructional Practice: 4.0 - Highly Effective

Instructional Practice Scale Weight: 116.0% | Range: 1.0 - 5.0

Level	Standard	Highly Effective	Effective	Developing	Ineffective
Number	1.0 - 3.0	3.5 - 4.0	4.5 - 4.9	1.0 - 2.9	0 - 1.0

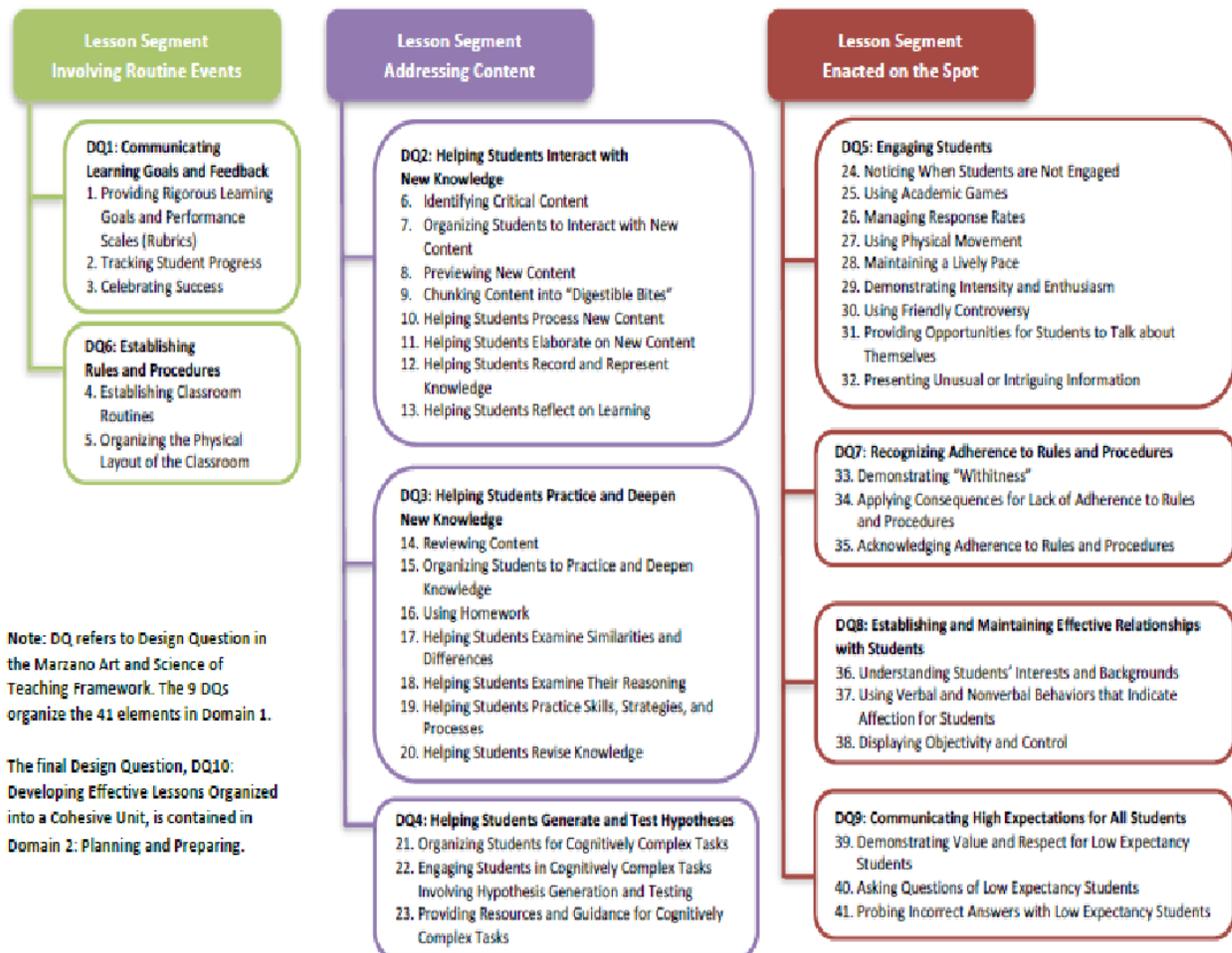
Appendix A- Marzano Teacher Evaluation Model Learning Map

2014 Marzano Teacher Evaluation Model Learning Map



Domain 1: Classroom Strategies and Behaviors

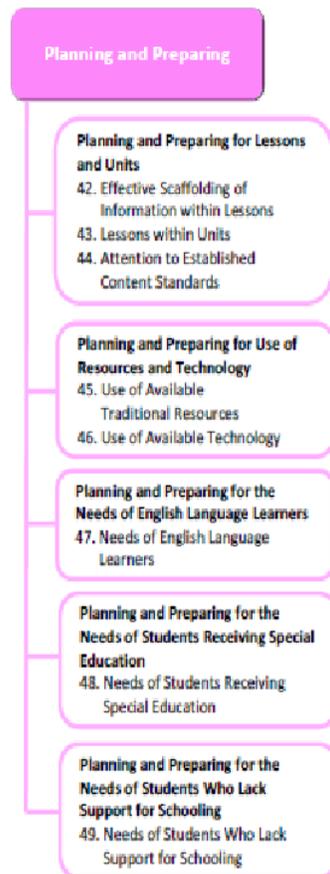
Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



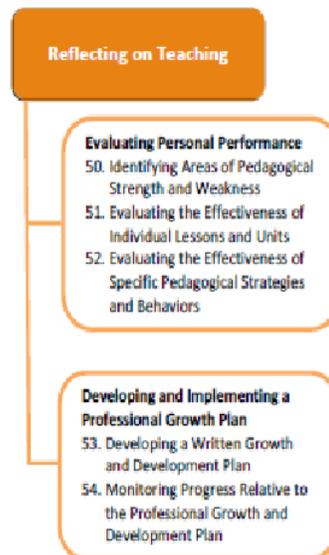
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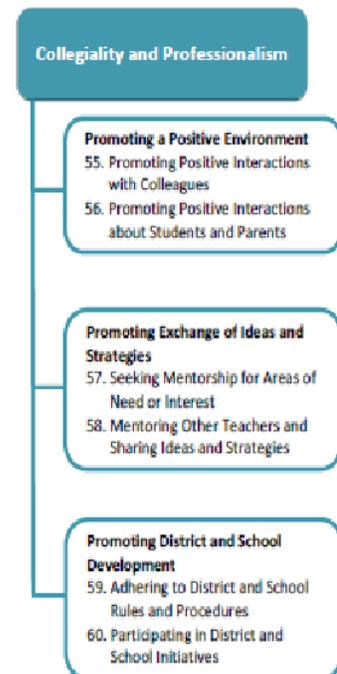
Domain 2: Planning and Preparing



Domain 3: Reflecting on Teaching

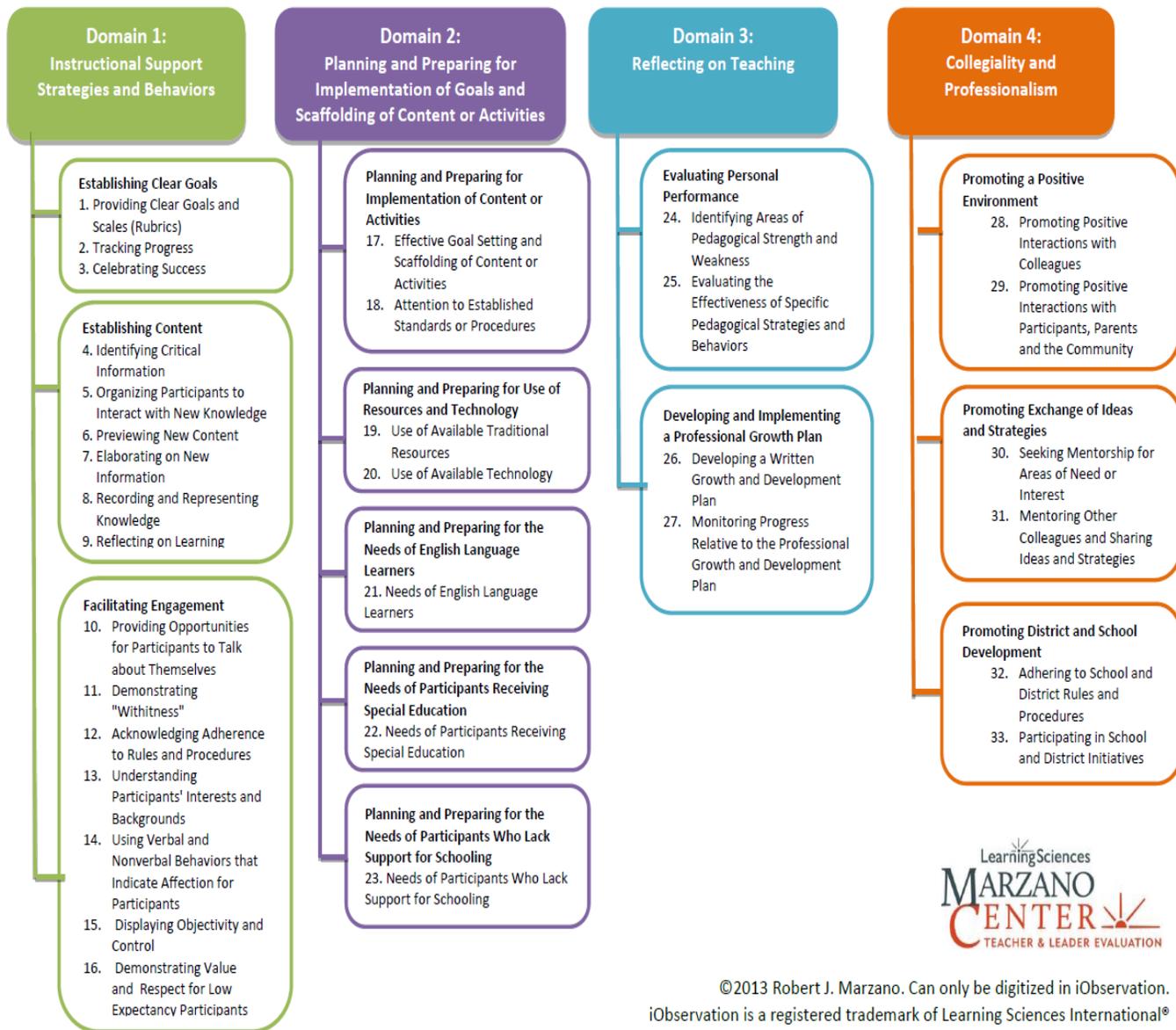


Domain 4: Collegiality and Professionalism



Appendix B- Instructional Support Member Evaluation Framework

Instructional Support Member Evaluation Framework
Learning Map



APPENDIX C- Job Title Form

Job Title	Evaluator	Form
Classroom Teacher...music, art, P.E., strings,ELL, etc.	Principal/Assistant Principal	Classroom Form
Principal	Director/Associate Director	Leadership Form
Psychologist	Director	Non-Classroom Form
Counselor	Principal/Assistant Principal	Non-Classroom Form
Speech-Pathologist/Therapist	Principal/Assistant Principal	Non-Classroom Form
Registered Nurse	Principal/Assistant Principal	Non-Classroom Form
Media-Specialist	Principal/Assistant Principal	Non-Classroom Form
Remedial-Specialist Elementary	Principal/Assistant Principal	Non-Classroom Form
Remedial-Specialist Secondary	Principal/Assistant Principal	Non-Classroom Form
Assistant-Principal	Principal	Leadership Form
Licensed-Practical-Nurse	Principal/Assistant Principal	Non-Classroom Form
Special Education Co-Teacher	Principal/Assistant Principal	Non-Classroom Form
Special Education-inclusion, pull-out, hearing impaired, vision	Principal/Assistant Principal	Classroom Form
Head Start Pre-K	Director	Classroom Form
Transformation Coach	Principal/Assistant Principal	Non-Classroom Form
Site Technology Coach	Principal/Assistant Principal	Based on job duties, consult TLE Coordinator
Behavior Interventionist	Principal/Assistant Principal	Non-Classroom Form
Testing Coordinator	Principal/Assistant Principal	Non-Classroom Form
ISS Teacher	Principal/Assistant Principal	Non-Classroom Form
Site Athletic Director	Principal/Assistant Principal	Non-Classroom Form
Alternative Behavioral Services	Director	Classroom Form

Transitional Specialists	Director	Classroom Form
Instructional Coach I	Instructional Coach II	Classroom Form
JROTC Master Instructor	Principal/Assistant Principal	Classroom Form

Appendix D- Plan for Improvement Template(Read-Only)

Oklahoma City Public Schools Plan For Improvement 2016-2017

Teacher:Click here to enter text.

Grade Level/Subject(s) Taught:Click here to enter text.

Building:Click here to enter text.

School Year:Click here to enter text.

Evaluator:Click here to enter text.

Date Issued:Click here to enter text.

Dated to be completed (not to exceed 60 calendar days from date issued):Click here to enter a date.

PART A- *To be completed after two (2) informal observations that count*

Marzano Causal Teacher Evaluation Targeted Element(s)

Domain	Targeted Element	Current Domain Score
Choose an item.	An element that was consistently low. Could pick more than one element within a Domain	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.

Choose an item.		
Choose an item.	Click here to enter text.	Click here to enter text.

Plan for Improvement-SMART Goals

Domain	Targeted Element Number	SMART Goal	Score Goal	Date to be Completed
Choose an item.	Click here to enter text.	Click here to enter text.	Keep in mind that they will only have one observation remaining in the observation cycle.	Click here to enter a date.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter a date.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter a date.

Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter a date.
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Instructional Coaching to be Provided

Domain	Targeted Element Number	Instructional Coaching Strategies	Responsible Party
Choose an item.	Click here to enter text.	Peer Observations, Lead Mentor Teacher Support, Instructional Coach Coaching, Principal Coaching, reading excerpts from various Marzano Books, weekly conferences with administrator, etc.	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.

ADMONISHMENT: Unsatisfactory completion of this plan may lead to a recommendation for dismissal or non-reemployment

Comments

Teacher Comments _____

Evaluator Comments _____

Teacher's
Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____

PART B- To be completed by: [Click here to enter a date.](#)

Domain	Targeted Element Number	Score listed in Part A	Score Goal listed in Part A	Current Score	Goal Expectations Met?
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Choose an item.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Choose an item.
Choose	Click here to	Click here to	Click here to enter	Click here to	Choose an item.

an item.	enter text.	enter text.	text.	enter text.	
Choose an item.	Click here to enter text.	Choose an item.			

Evaluator Recommendations:

Based on this teacher’s Plan for Improvement progress, I recommend the following: Click here to enter text.

Comments

Teacher Comments: _____

Evaluator Comments: _____

Next Steps: [Click here to enter text.](#)

Teacher's
Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____

Appendix E - OKCPS/AFT Signed Agreement

An agreement has been entered into this 14th day of September 2016, by and between Oklahoma City Public Schools and Oklahoma City AFT Local 2309, of the American Federation of Teachers. It is understood and agreed that the 2016-2017 Oklahoma City Public Schools (OKCPS) Teacher and Leader Effectiveness (TLE) Guidelines will be in effect for the entire 2016-2017 school year, unless both parties deem it necessary to modify said Guidelines.

Ms. Aurora Laura, Superintendent, OKCPS

Date

Mr. Ed Allen, President, OKC AFT Local 2309

Date