TLE Observation & Evaluation System Handbook for Principals 2011-2012

A reference guide for the Tulsa Public Schools' professional evaluation and support system—developed collaboratively by its educators and administrators. Aligned with the district's core goal of Teacher and Leader Effectiveness and Oklahoma Senate Bill 2033.

For use with:

- Teachers
- Counselors
- Deans
- Librarians
- School Nurses
- School Psychologists
- Speech-Lang. Pathologists

TULSA

PUBLIC SCHOOLS

TLE Observation and Evaluation Handbook for Principals 2011-2012

Table of Contents

Introduction

The Superintendent and the Board of Education for Tulsa Public Schools hereby join and express our support for the 2010-2011 Teacher and Leader Effectiveness (TLE) Observation and Evaluation System for Tulsa Public Schools.

We are committed to closing achievement gaps, to serving all students in their pursuit of educational success and to preparing our students for career/college. We know that student achievement requires an effective teacher and leader at every site. As such, Teacher and Leader Effectiveness (TLE) is a Core Goal within the "2010–2015 Strategic Plan" and a critical component in pursuit of our Vision, Mission, Core Goals and Core Beliefs.

Dr. Keith Ballard, Superintendent
Mr. Gary Percefull, Board Member — District 1
Mrs. Oma Jean Copeland, Board Member — District 2
Dr. Lana Turner-Addison, Board Member and Vice President — District 3
Ms. Anna America, Board Member — District 4
Mr. Brian Hunt, Board Member and Board President — District 5
Ms. Ruth Ann Fate, Board Member — District 6
Dr. Lois Jacobs, Board Member — District 7

Purpose of the Handbook

The goal of this document is to guide Principals' use of the revised TLE Observation and Evaluation System—providing clear expectations on what must be done and when. As in 2010-2011, the Observation and Evaluation System applies to all Teacher evaluations. As of the 2011-2012 school year, the system also applies to other educators in the building—namely, the school's Counselors, Deans, Librarians, Nurses, Psychologists and Speech/Language Therapists. The ability to use the system appropriately and effectively in additional contexts is a testament to the hard work and dedication of these Auxiliary Educators. Representatives of these groups worked through the summer of 2011 to develop function-specific rubrics based upon the tenets and design elements of the revised Educator Observation and Evaluation System.

The District's Office of Human Capital will seek feedback from Principals and Educators regarding how this system and its implementation (its policies, procedures, forms, rubrics, training, etc.) will be improved just as we did in the 2010-2011 school year. We welcome your frank and thoughtful input. We read and listen gratefully to your comments and are actively seeking opportunities to test the usefulness and efficacy of the District's observation and evaluation practices. Together we can optimize the effectiveness of the Observation and Evaluation System and its ability to positively impact student achievement.

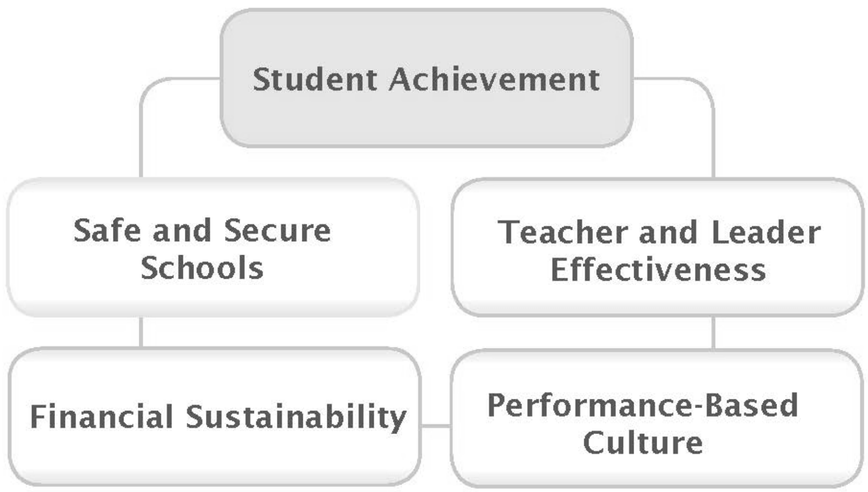
1. The Background

1.1 Supporting Student Achievement

In a high-performing school system, there is an emphasis on continuous improvement and shared accountability for student achievement. Instructional practices grow and student achievement levels rise in an organization that values performance feedback, analysis and refinement.

In August of 2010, Tulsa Public Schools embarked on a new Teacher and Leader Effectiveness (TLE) initiative in support of its mission—**Excellence and High Expectations with a Commitment to All**—and its Core Goal of **Raising Student Achievement.**

Tulsa Public Schools' Core Goals



1.2 A Research-Based, Collaboratively Designed System

The District's Counselors, Deans, Librarians, Nurses, Principals, Psychologists, Speech/Language Therapists and Teachers have invested significant time and energy in developing this superior, research-based evaluation process. A critical underpinning of that effort has been establishing observation rubrics for each position category—Teacher, Dean, Nurse, etc.—that identify the knowledge, skills and competencies associated with highly effective practices and that provide detailed descriptions of different proficiency levels.

Our work together began in the summer and fall of 2010 when the Teacher Rubric was developed. The rubric was designed in collaboration with the Tulsa Classroom Teachers' Association (TCTA) using current research and knowledge of the best practices underpinning Educators' professional competencies. The evaluation protocol resulting from that process (called "TEI"—Teacher Effectiveness Initiative) was implemented in 2010-2011 and incorporates the views of Teachers, Principals, Education Service Center staff and TCTA leadership.

1.3 Supports and Training Provided to Date

In the rollout of our TEI System, Principals received over 40 hours of intensive training in the TEI observation and evaluation processes, including one-on-one coaching and inter-rater reliability sessions to promote the accuracy (calibration) of their scoring. The District's Human Capital Department was completely revamped and restructured to include Human Capital Partners—human capital advocates who worked directly with Principals in the TEI process from beginning to end. We also incorporated an intensive personal mentoring support and improvement process to address the needs of low-performing Teachers. These procedures and supports will continue into 2011-2012.

1.4 Feedback-Driven Improvements

At the end of the 2010-2011 school year, we conducted an extensive survey of Teachers and Administrators regarding all aspects of the TEI process—its observation rubrics, the evaluation form and the relevant procedures. As a result of survey feedback, the observation and evaluation forms in this document have been substantially simplified and improved. In particular, the number of observation and evaluation Indicators (counting what were previously called sub-indicators) has been reduced from 37 to 20 by weaving the sub-indicators' rubric descriptions into the narrative fabric of each Indicator. In addition, we added four new Indicators (Work Area Environment, Literacy, Common Core and Professional Behaviors and Efficiencies). Other improvements pertain to the formatting and layout of the forms.

1.5 The Evaluation of Principals

Though this handbook describes the evaluation processes for Counselors, Deans, Librarians, Nurses, Principals, Psychologists, Speech/Language Therapists and Teachers, the TLE Observation and Evaluation System also includes a performance evaluation component for Principals and Assistant Principals. Like the evaluation for Teachers and other Educators, their evaluation process is aligned with Senate Bill 2033. Principals and Vice Principals are evaluated by the Associate Superintendents on the same five-tier rating system for other Educators described in this handbook using a performance rubric tailored to their position functions.

In general, Principals and Vice Principals are evaluated once a year; however, a Principal or Vice Principal with less than three years in his or her position is evaluated twice a year. Their Evaluation Form is guided by a performance rubric addressing:

- Organizational and School Management, including retention and development of effective teachers and dismissal of ineffective teachers,
- Instructional Leadership,
- Professional Growth and Responsibility,
- Interpersonal Skills,
- Leadership Skills, and
- Stakeholder Perceptions.

Like other Educators, they receive Personal Development Plans to help them address performance deficiencies that may jeopardize their continued employment with the District if left uncorrected.

1.6 Upcoming Training: Including Evaluator Certification Programs

Principals and Educators will receive professional development for the TLE observation and evaluation strategies at advanced levels of specificity and intensity. Training in 2011-2012 will focus on the individual processes of each observation and evaluation component. There will not be a single delivery of professional development, but a series of on-going and responsive training opportunities for learning, improvement and growth. The primary vehicles for this development will be learning circles as well as professional learning community work at the bi-monthly Principal Leadership Conferences. The learning circles will be tailored to the needs of the participants and will emphasize processes and technology tools, allowing for re-training where needs arise. All training and process documents will be posted on the District's website.

In 2011-2012 we will also work to improve Principals' inter-rater reliability through specific trainings and "rater certification and re-certification" processes, including on-site auditing and testing. This effort will be complemented by a separate District project with the **Bill and Melinda Gates Foundation** called the Methods of Effective Teaching Validation Pilot, which will allow a group of TPS Principals to test their rater reliability with the TLE Observation and Evaluation Forms using a secure on-line tool containing video-recorded samples of math and English lessons taught by real teachers across the country.

2. Introduction to Rubrics and Performance Rankings

2.1 Overview of Domains, Dimensions and Indicators

The Tulsa TLE Observation and Evaluation System 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. 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 Principals, Teachers and Auxiliary Educators' 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

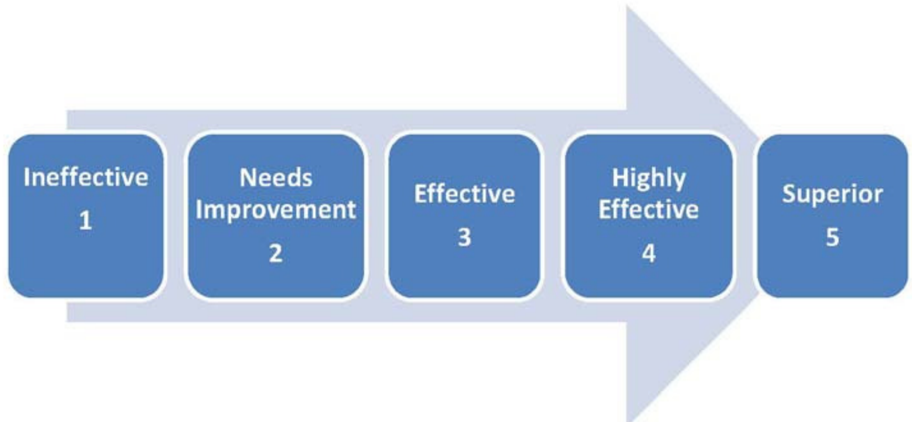
Each Domain has one or more Dimensions and Indicators. When performing an observation or evaluation, a Principal must judge the Educator's performance as to each Indicator. The Principal bases his or her score for an Indicator according to the Rubric. The Rubric contains a set of detailed narratives—scoring guidelines developed collaboratively by the District's Administrators and Educators based upon professional practices linked to student learning. By evaluating the Educator's performance using the Rubric's narratives, the Principal:

- Creates a common framework and language for evaluation.
- Provides Educators 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 Educators 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 Educators guidance in evaluating and improving their work.

The Principal's assessment is a reflection of the Educator's performance during formal observations as well as his or her overall performance. The evaluation software 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:



2.4
For the Non-Teacher Educator (Counselors, Deans, Nurses, etc.)

The TLE Observation and Evaluation System for non-Teacher Educators (Auxiliary Educators) also uses Domains, Dimensions and Indicators, but because performance expectations vary by position function, they are not identical to Teachers' Domains, Dimensions and Indicators. Instead, each category of Auxiliary Educators has its own variation of Domains, Dimensions and Indicators that define effective performance. The relative weights of the Domains also vary across position categories.

For simplicity's sake, this Handbook refers to "effective teaching" and "Educators" but should be read to also include and pertain to the professional performance of Counselors, Deans, Librarians, Nurses, Psychologists and Speech/Language Therapists.

TULSA PUBLIC SCHOOLS

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 an Educator's performance, and hence the overall evaluation score, the District's 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 /no. indic.)*	Instructional Effectiveness *(weight /no. indic.)*	Prof. Growth *(weight /no. indic.)*	Interpersonal Skills *(weight /no. indic.)*	Leadership *(weight /no. indic.)*
Teachers	30% / 6	50% / 10	10% / 2	5% / 1	5% /1

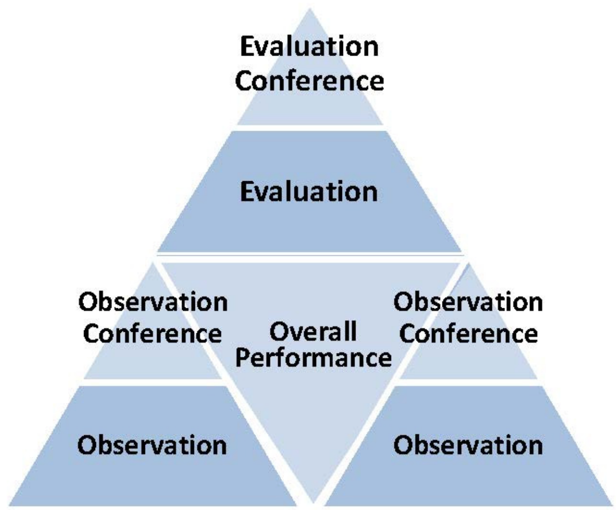
	Instructional Effec./Support *(weight /no. indic.)*	Prof. Growth *(weight /no. indic.)*	Interpersonal Skills *(weight /no. indic.)*	Leadership *(weight /no. indic.)*	Organization and Mgt. *(weight /no. indic.)*
Counselors	30% / 6	10% / 1	20% / 2	20% / 2	20% / 3
Deans	25% / 2	10% / 2	30% / 3	10% / 1	25% / 4
Librarians	40% / 7	10% / 2	10% / 2	5% / 2	35% / 8
Psychologists	45% / 5	10% / 2	10% / 1	5% / 1	30% / 4
Sp/Lang Ther.	45% / 5	10% / 2	10% / 1	5% / 1	30% / 4

	Instr'l Skills *(weight /no. indic.)*	Prof. Svcs *(weight /no. indic.)*	Prog. Mgt *(weight /no. indic.)*	Intrprs'l Skills *(weight /no. indic.)*	Leadership *(weight /no. indic.)*	Prof. Growth *(weight /no. indic.)*
Nurses	10% / 1	35% / 3	35% / 4	5% / 1	5% / 1	10% / 2

4. The TLE Observation and Evaluation Process and Timeline

4.1 The Evaluation Pyramid

The TLE evaluation process is comprised of **observations** and **evaluations. Every evaluation** must be supported by (built upon) at least **two observations** in addition to the Principal's overall assessment of the Educator's performance.



4.2 Who Performs the Observations and Evaluation

Only Principals and Assistant Principals may conduct observations and evaluations. For ease of reading, this Handbook refers to Principals as the evaluator, but should be read to include Assistant Principals as well.

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

Some Educators' assignments are split between two or more buildings. However, all Educators have a "Home School" designation. It is the responsibility of the non-Home School to provide observation/evaluation feedback to the Home School Principal in a timely fashion. Home School Principals are not required to seek input from non-Home School principals. Communications must originate from the non-Home School Principal.

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. 

See note below regarding the definition of Career and Probationary Teachers.

4.4 Observations

Observations are a Principal's intentional study and analysis of the Educator's performance (e.g., the Teacher's classroom instruction). The Principal's assessment is guided by the detailed descriptions of the Educator's **Rubric**. The Principal's assessments of the Educator'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 Principal's overall assessment of the Educator based upon the Observation Form, the observation conference and the Principal's general appraisal over the course of the year of the Educator's proficiency in the relevant Indicators.

The Principal records the Educator's score for each Indicator on the **Evaluation Form**, which is described in more detail in Section 6. The Principal must provide the Educator with a copy of the Evaluation Form at an **evaluation conference.** The Principal must forward a signed, hardcopy of the Evaluation Form and any new Personal Development Plan (described in Section 7) to the Principal's **Human Capital Partner**.

4.6 Observation Deadlines

For **Probationary Teachers**:

- Twice prior to Nov. 1, 2011 (building the 1st evaluation)
- Twice prior to Feb. 1, 2012 (building the 2nd evaluation)

For **Career Teachers**:

- Once prior to Nov. 15, 2011
- Once prior to Jan. 15, 2012

For **Non-Teacher Educators:**

- The observation deadlines of Probationary and Career Teachers apply to **all Auxiliary Educators** (the school's Counselors, Deans, Librarians, Nurses, Psychologists and Speech/Language Therapists) according to the Auxiliary Educator's seniority, i.e., their status as a Probationary or Career Teacher.

See the Timing Charts found later in this section to assist with scheduling.

4.7 Evaluation Deadlines

For **Probationary Teachers:**

- 1st evaluation: **November 14, 2011**
- 2nd evaluation: **Feb. 9, 2012**

For **Career Teachers:**

- **April 30, 2012**
  - **unless** the first observation resulted in a **Personal Development Plan**, in which case the deadline for the evaluation is **January 30, 2012.** If the second observation results in a PDP, there must be an evaluation prior to **March 15**.

For **Non-Teacher Educators:**

- As with observations, the evaluation deadlines of Probationary and Career Teachers apply to **Auxiliary Educators**.

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.

- Principals must conduct the observation conference with the Educator **within five (5) instructional days** of any classroom observation.
- Because there must be adequate time for an Educator 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.

4.9 New Hires After the Start of School

At the option of the Principal, the deadlines for observations and evaluations may be altered with respect to Educators who are hired after the beginning of the year, e.g. those Educators 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 Educator.

When requesting the written consent of the new hire, a Principal 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 Educator's performance. In addition, it will provide the Educator more time to become accustomed with the school's culture and performance expectations. If the Educator does not agree to an extension of the deadlines, the Educator must accept the consequences of a shortened window for observation and evaluation.

4.10 Notes re the definition of Career and Probationary Teachers

Pursuant to state law, Probationary Teachers are those Teachers who have completed fewer than three consecutive complete school years with the District under a written contract. Career Teachers are Teachers who have completed three or more consecutive complete school years under written contract. Senate Bill 2033 alters these definitions for Teachers who will become employed by the District for the first time on or after 7/1/2012.

4.11
When a Third Observation is Requested

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

4.12
Timing Charts (below)

Because of the deadlines and timing rules detailed above, there are important windows of opportunities by which a Principal must complete observations, conferences and evaluations. The following tables detail the relevant deadlines and windows of availability with regard to Probationary and Career Teachers.

Chart 1:
Calendar of Observation/Evaluation Deadlines & Windows of Availability
Career Educators 2011-2012

Beginning of School thru Nov. 14	• Window for Career's 1st Obser....must schedule Obser. Conf. w/in 5 days.
10 days from Career's 1st Obs. Conf. thru Jan. 14	• Window for Career's 2nd Obser....must schedule Observ. Conf. w/in 5 days.
April 30	• Deadline: Career's Evaluation and Eval. Conference.

See Charts 2 and 3 below for calendars regarding Probationary Educators and a Combined, Master Calendar.

Chart 2:

Calendar of Observation/Evaluation Deadlines & Windows of Availability

Probationary Educators 2011-2012

Beginning of School thru Oct. 17

- [redacted]

Oct. 17

- [redacted]

10 days from Prob.'s 1st Obs. Conf. for Eval.1 thru Oct. 31

- [redacted]

Nov. 14

- **Deadline:** [redacted]

10 days from Prob.'s 1st Eval. for Eval. 1 thru Jan. 17

- [redacted]

Jan. 17

- [redacted]

10 days from Prob.'s 1st Obs. Conf. for Eval. 2 thru Jan. 31

- [redacted]

Feb. 9

- **Deadline:** [redacted]

Chart 3:

Master Calendar of Observation/Evaluation Deadlines & Windows of Availability

Probationary and Career Educators 2011-2012

Beginning of School thru Oct. 17	• Window for Prob's 1st Obs. for Eval. 1...must sched. Obs. Conf. w/in 5 days. Note that Oct. 17 is also last day for 1st Obs. Conf.
Oct. 17	• Last day for 1st Obs. Conf. for Eval. 1....must be w/in 5 days of the 1st Obs. for Eval. 1
10 days from Prob.'s 1st Obs. Conf. for Eval .1 thru Oct. 31	• Window for Prob.'s 2nd Obs. for Eval. 1... may not occur less than 10 days from date of 1st Obs. Conf.; must schedule Obs. Conf. w/in 5 days.
Nov. 14	• **Deadline:** Prob.'s First Evaluation and Evaluation Conference.
Beginning of School thru Nov. 14	• Window for Career's 1st Obser....must schedule Obser. Conf. w/in 5 days.
10 days from Career's 1st Obs. Conf. thru Jan. 14	• Window for Career's 2nd Obser....must schedule Observ. Conf. w/in 5 days.
10 days from Prob.'s 1st Eval. for Eval. 1 thru Jan. 17	• Window for Prob.'s 1st Obser for Eval. 2....must schedule Obser. Conf. w/in 5 days.
Jan. 17	• Last day for Prob.'s 1st Obs. Conf. for Eval. 2...must be w/in 5 days of 1st Obs.
10 days from Prob.'s 1st Obs. Conf. for Eval. 2 thru Jan. 31	• Window for Prob.'s 2nd Obser. for Eval. 2... may not occur less than 10 days from date of 1st Obs. Conf.; must schedule Obs. Conf. w/in 5 days.
Feb. 9	• **Deadline:** Prob's Second Evaluation and Eval. Conference.
April 30	• **Deadline:** Career's Evalulation and Eval. Conference.

5. The Observation and Observation Conference

5.1 The Observation

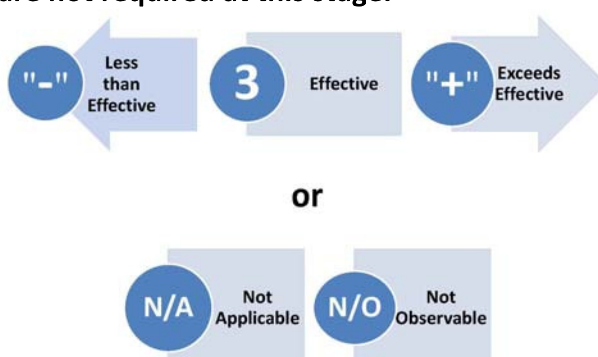
As explained above, observations are a key component for the Educator's evaluation. Principals must complete **two** observations —including their conferences—**before** completing an Evaluation form. (See Section 4 for more details on deadlines and timing, and note the information below regarding an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

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

Observations must be 20 to 30 minutes (or more) so that there is sufficient time to thoughtfully assess multiple aspects of the Educator's performance. Though observations are <u>not</u> walk-through visits, Principals should try to visit an Educator's classroom four or more times a year, including some "walk-throughs." Short visits (less than 10 min.) do not require an Observation Form or an observation conference.

5.2 The Observation Form

The Observation Form (formerly called "the Primer") **must be used** by the Principal when conducting the observation. The Observation Form is aligned with the Rubric and its Domains, Dimensions and Indicators. During the observation, the Principal will use the Observation Form to indicate his or her assessment of the Educator's proficiency as to each observed Indicator. On the Observation Form, Principals will signify in the blank next to each observed Indicator one of the following codes. **Numeric rankings are not required at this stage.**



In addition to or in lieu of this coding, the Principals may write brief notes indicating strengths or areas of concern within the blanks next to each Indicator.

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 Educator.
- Be sure to write the name of the Educator 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 Educator's proficiency.

5.4
The Observation Conference: A Requirement

Within five (5) days of each observation, the Principal **must** conduct an **observation conference** with the Educator and provide him or her with a copy of the Observation Form. The observation conference should be a personal meeting between the Principal and the Educator to discuss the Principal's observations and coding on the Observation Form as well as the Principal's comments and suggestions. **The Principal shall apprise the Educator of any issue, by specific Domain, Dimension and Indicator, that could lead to a less than effective score on the Evaluation Form.**

5.5
Copies and Signatures

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

5.6
Educator's Request for a Third Observation

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

5.7
Educator's Written Response to the Observation Forms

Educators have the right to place in his or her file a response to the entries on the Observation Form within 20 instructional days of the Educator's receipt of the same. The Educator shall submit the rebuttal to the Principal and to Human Capital. The Principal will sign the response in acknowledgement of his or her receipt of the document and attach it to the observation. Observation forms shall be retained by the Principal and not forwarded to Human Capital.

5.8
Observations and the Personal Development Plan

Principals may determine that an Educator's performance at an observation merits a Personal Development Plan. A plan may be appropriate if the Educator's performance would have generated a ranking of 1-Ineffective or 2-Needs Improvement. The Principal 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.

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

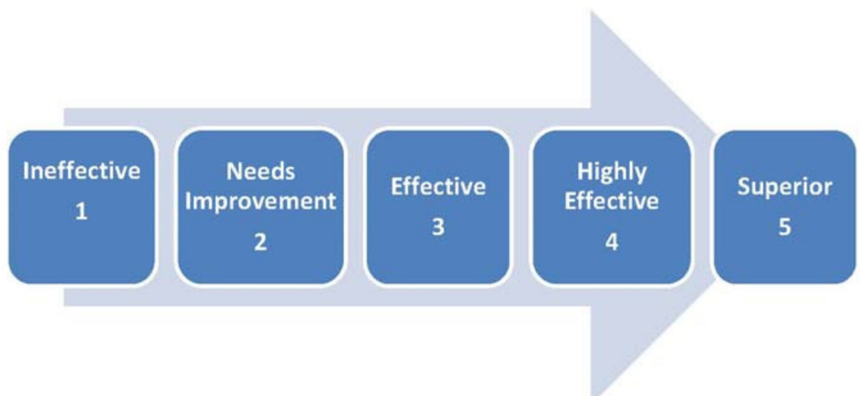
See Section 7 for more guidance and requirements regarding Personal Development Plans.

6. The Evaluation and Evaluation Conference

6.1 The Evaluation

Principals perform an Educator'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 Principal's appraisal over the course of the year of the Educator'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.

Using the information from the Observation Form and any other pertinent data, the Principal completes the Evaluation Form by issuing a rating for each observed and applicable performance Indicator. The assigned ratings reflect the Principal's analysis of the Educator'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.



6.2 How to Determine an Indicator's Score

Each Indicator often has several definitional narratives for each level of proficiency. However, Principals 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 Principal must review the narratives contained within each Indicator's definition and make 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 five (5) narratives. They include: explaining content with connections to students' experiences... using cooperative

learning activities… providing differentiated tasks to meet learning styles… technology is included… uses a variety of techniques, e.g., modeling, visuals, etc.

When the Principal observes the Educator, she sees evidence of the Educator performing at a "3-Effectiveness" level in 4 of the 5 narrative definitions for the Indicator. Specifically, the Principal observes that the Educator is not using technology to support instructional planning and is not regularly using technology as an instructional tool. The Principal **should still** award a 3 for the Indicator, but 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 Principal did not need 80% of the narratives in evidence with regard to the 3-Effectiveness ranking to award a 3-Effectiveness ranking. The Principal must use her professional judgment to determine the appropriate ranking based upon the instructional significance of the individual narrative components and their impact upon student needs.

As noted above, the 2011-2012 Observation and Evaluation Form for Teachers was simplified by reducing the number of required scorings from 37 to 20. This did **not**, however, reduce the **substance** of the Rubrics (the definitions of professional proficiency) that reside within the individual cells of the Rubric/Observation Form. In simplifying the Observation and Evaluation Forms, the content of the former sub-Indicators was rolled into the definition narratives of each Indicator.

6.3 Not Applicable or Not Observed Indicators

If a Principal believes that an Indicator is not applicable to a particular Educator, he or she should rate the Indicator as "N/A." Principals should rate not observed Indicators as "N/O."

Note that Indicator ratings of N/A and N/O magnify 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 Principal provide the Educator 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 Principal provide specific supporting comments within the Evaluation Form. If an Educator'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 Educator'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 Observation and Evaluation System because it allows for critical feedback, reflection and discussions regarding the ways in which an Educator's performance needs to improve and ways in which it is particularly strong. At the conference, the Principal shall provide the Educator with a hardcopy of the signed Evaluation Form for the Educator to review and discuss with the Principal. As noted above, if the Educator has received a less than effective ranking (a ranking of 1 or 2) on any Indicator, the Principal shall discuss those Indicators with the Educator during the evaluation conference and transfer that discussion to a written and shared PDP.

At the conclusion of the conference, the Educator will sign the Evaluation Form. A completed copy of the same will be provided to the Educator for his or her records.

6.9
Educator's Written Responses to Evaluations

As with Observation Forms, Educators have the right to place in his or her file a response to the Evaluation Form within 20 instructional days of the Educator's receipt of the evaluation. The Educator shall submit the rebuttal to the Principal and to Human Capital. The Principal will sign the response in acknowledgement of his or her receipt of the document and attach it to the Evaluation Form. Observation forms shall be retained by the Principal and not forwarded to Human Capital.

6.10
Evaluation Frequency and Deadlines

Section 4 identifies the minimum number of evaluations that must be completed for each Educator and details the relevant timeframes and deadlines pertaining to observations and evaluations. Principals may evaluate an Educator more than the statutory minimum as long as the Principal adheres to the observation requirements and the relevant timeframes.

6.11
Housekeeping Matters re the Evaluation Form

The Education Service Center will provide each Principal a set of computer files containing an Evaluation Form for each Educator in the building. Each file will be pre-populated with the Educator's name, identification number, tenure status, etc. A separate technical guide for Principals details the procedures for accessing, completing and processing the Evaluation Form.

After completing the evaluation conference, the Principal must forward a copy of the completed and signed Evaluation Form (signed by both the Principal and the Educator) to the Human Capital Partner within one business day.

6.12
Educator's Artifact File or Portfolio

On a completely voluntary basis, an Educator may wish to provide his or her Principal 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, a Principal should be careful to not suggest that Educators produce a portfolio or artifact file, as they may feel as if it is an implied requirement or expectation of the Principal. The portfolio and artifact file is simply a tool for expanding / prompting the thought processes of both evaluators and educators, since Educators regularly perform tasks, create documents, and take on responsibilities that are significant and valuable despite their commonplace nature.

An Educator 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 an Educator 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 Educator could share the binder or file of artifacts with his or her Principal.

***

(see next page)

There are countless types of documents, plans and works that might be appropriate for an Educator'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

TULSA PUBLIC SCHOOLS

7. The Personal Development Plan

7.1 The Personal Development Plan

Personal Development Plans are intended to advise and assist Educators with serious performance deficiencies which, if left uncorrected, may jeopardize the Educator'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.
- Principals **must** develop a PDP for an Educator 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 Principal 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

Principals design and write the PDPs. They may collaborate with the Educator in the content of the PDP and seek assistance from outside sources (Human Capital Partners, professional development personnel, legal counsel, etc.) as appropriate.

Before issuing a PDP to an Educator, Principals must review the PDP with the Educator, most typically during the evaluation conference or observation conference. The Educator will receive a Principal-signed hardcopy of the Personal Development Plan and the Educator 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 Educator.

The goals and required actions within the PDP should be "**SMART**"- formatted:

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

- **Measurable**
  - defined so that there is a starting point and final value to be achieved.
- **Attainable**
  - defined by a final goal that is reachable within the given time frame assuming the reasonable efforts of the Educator and assistance of the Principal.
- **Results-Based**
  - described by goals that clearly observable and appropriate.
- **Time-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, 9/10/11

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 Principal shall meet with the Educator 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
Educator's Written Responses to PDPs

Educators have the right to place in his or her file a response to the PDP within 20 instructional days of the Educator's receipt of the evaluation. The Educator shall submit the rebuttal to the Principal and to Human Capital. The Principal will sign the response in acknowledgement of his or her receipt of the document and attach it to the PDP. Observation forms shall be retained by the Principal and not forwarded to Human Capital.

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 Educators**, 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 Unremedied Deficiencies

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

7.10
Stand-Alone PDPs

Principals may issue a PDP to an Educator 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 Principal's PDP will still follow the SMART Goals framework and the timeframes of the PDP described in this section.

7.11
Housekeeping Matters re the PDP Form

- The PDP Form is in an enhanced Microsoft Word file contained within the Educator’s electronic folder. Use this form for all PDPs—whether it is developed in response to an observation or evaluations or is a Stand-Alone PDP.

- Principals must forward a signed hardcopy of each PDP to the relevant Human Capital Partner within one business day of its issuance. The Human Capital Partner and the Principal will discuss and jointly decide whether the QUEST Program (described in Section 8) is an appropriate option for addressing the Educator's performance deficiencies.

- Note that when a PDP is issued in response to an observation, only the PDP should be forwarded to the Human Capital Partner (not the observation).

8. The QUEST Program

8.1
Quality Experiences Supporting Teachers: QUEST

Select Educators who receive a PDP developed as a result of an observation or evaluation ranking of 1-Ineffective or 2-Needs Improvement may be selected by the Principal and Human Capital Partner to participate in Quality Experiences Supporting Teachers (QUEST)—a collaborative intensive training program through TCTA and TPS.

In this program, Educators are matched with a Learning Facilitator with their subject matter expertise. These Learning Facilitators are proven education specialists—often retired or former educators from the Tulsa area. Their purpose is to assist the selected Educators achieve the goals of their PDPs by using a targeted strategy for instructional improvement characterized by enriched and focused feedback. Learning Facilitators will help their assigned Educators and the relevant Principals identify which skills and competencies need to be improved.

All Educators must complete the QUEST program no later than two months after the appointment of the Learning Facilitator.

Participation in QUEST is voluntary, but those who decline to participate in QUEST when offered the opportunity will be asked to sign a document signifying their non-interest in the Program.

8.2
Human Capital Agreement is Required

Because there are a limited number of Educators who may participate in QUEST, Principals **shall not** reference the QUEST opportunity in a PDP unless prior collaboration / agreement has been secured from the relevant Human Capital Partner.

8.3
Principals' Role in the QUEST Program

Principals continue to have a major role during the QUEST program and remain the official evaluator of the Educator. Principals are encouraged to continue informal observations, walk-throughs, conferences (such as to review lesson plans), professional development activities and other interactions with the Educator during the duration of the QUEST program.

8.4
Relationship to Non-Renewals and Terminations

An Educator may be dismissed or non-renewed regardless of whether he or she has completed, participated in, or been offered a change to participate in the QUEST Program. Further, being in the QUEST program shall not prevent an Educator from being placed on a Personal Development Plan nor prevent the Educator from being recommended for dismissal or nonrenewal.

9. Key Personnel and Logistics

9.1 Key Personnel Supporting the Observation and Evaluation System

Human Capital Partners

- Principal's primary human capital contact;
- Provides assistance, guidance and review of PDPs;
- Help Principals compile necessary documentation and coordinates with legal staff to satisfy procedural requirements for dismissal;
- Responsible for overall direction and coordination of assigned schools' evaluations.

Finishers

- Ensures active and inactive personnel files for employee groups are organized, accurate and up-to-date.

QUEST Program Coordinator

- Coordinates and oversees the implementation of the QUEST Program; Principal's and peer mentor's primary contact for the QUEST Program.

Chief Human Capital Officer

- Responsible for overall design, implementation and effectiveness of the TLE Observation and Evaluation System and all of its components and relevant personnel.

TCTA Representatives

- Educator Bargaining Unit's representatives and advocates.

9.2 Key Personnel's Contact Information

Human Capital Partners:

- Bradley Eddy – secondary
  - 918-746-6269
  - eddybr@tulsaschools.org
- Paul McGee – secondary & alternative
  - 918-746-6886
  - mcgeepa@tulsaschools.org
- Barbara Penrose – elementary
  - 918-746-6885
  - penroba@tulsaschools.org
- Betty Mosley – support and training
  - 918-746-6884
  - moslebe@tulsaschools.org

Finishers:

- Mary Hickman – Secondary
  - 918-746-6354
  - hickmma@tulsaschools.org
- vacant – elementary
  - 918-746-6286

QUEST Program Coordinator: TBD

Interim Chief Human Capital Officer:

- Gene Kleindienst
    - 918-746-6803
    - kleinge@tulsaschools.org

TCTA:

- Lynn Stockley, Patti Ferguson, Linda Hendrix
    - 918-749-2544
    - stockly@tulsacoxmail.com
    - fergupa@tulsacoxmail.com
    - lhendrix@okea.org

9.3 Logistics

- Human Capital Partners will ensure that Principals have enough Observation Forms, Rubrics and sample Evaluation Forms to provide every Educator in the building an individual copy.

- Copies of the TLE Observation and Evaluation Forms, Rubrics and Handbook are available on the District's intranet.

- A separate handbook for the technical aspects of completing the Evaluation Form will be provided to every Principal. In 2011-2012, the Observation and Evaluation System will have enhanced reporting and data collection capabilities. Information regarding this aspect of the system will be shared with Principals during 2011-2012 TLE Observation and Evaluation Training.