

# *TLE GUIDEBOOK*



*Owasso Public Schools*

*Providing a world-class education for personal success,  
citizenship, leadership, and character.*

# Teacher/Leader Evaluation

The Teacher Leader Evaluation requirements were enacted by Oklahoma SB 426 in May, 2013. School districts are required to follow a process of evaluation for all teachers within the school. A “teacher” is defined as a certified or licensed person employed as a counselor, librarian, classroom teacher or in any instructional capacity.

☞ **Career teachers are evaluated once per year. Probationary teachers are evaluated twice per year, once in the fall and once in the spring.** All evaluations should be completed in writing and maintained in the employee file. The Performance Level Descriptors are “Superior,” “Highly Effective,” “Effective,” “Needs Improvement,” and “Ineffective.”

## Qualitative - Observation

Owasso Public Schools has adopted the Tulsa Model for the qualitative or evaluation portion of the TLE. Please refer to the Tulsa Model manual for specific information. The Tulsa Model provides the framework for the observation process of the TLE. Key information and timelines for the Tulsa Model are listed below.

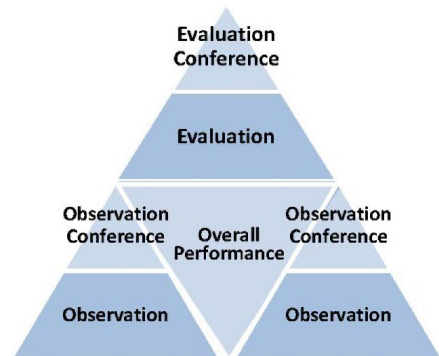
### DOMAIN WEIGHTS AND NUMBER OF INDICATORS

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

### EVALUATION PROCESS

☞ A complete evaluation consists of:

- An observation of at least 20 minutes
- A follow-up observation conference within 5 instructional days
- A second observation of at least 20 minutes held at least 10 instructional days after the first observation
- A second follow-up observation conference within 5 instructional days of the second



This entire process is done two times per year for “probationary” teachers and once a year for “career” teachers. Evaluators are not limited to the number of observations they may conduct.

☞ The observation process must start and finish with the same evaluator. However, other appropriate evaluators can conduct “walk-throughs,” which are defined as visits without a formal observation form.

☞ The observation conference shall be a personal meeting and a copy (written or electronic) of the observation form should be provided. The evaluator shall apprise the teacher of any areas that could lead to a less than effective rating.

☞ The observation includes the teacher’s performance from the date of the last observation or evaluation forward; it reflects both the classroom performance and other factors contributing to the impact of the educator.

☞ An evaluation which has any indicator rated as a 1 or 2 (Ineffective or Needs Improvement) requires the evaluator to provide the teacher with a personal development plan (PDP). PDP’s may also be used after an observation in response to a specific area of concern.

☞ “Push pins” and Goal Setting Forms are less formal reminders of areas that need improvement.

☞ An evaluation which has any indicator rated as a 4 or 5 requires the evaluator to provide specific comments to support the rating.

☞ Teacher support is available upon request. Teachers can notify their evaluator if they wish to have the support of a mentor.

*Please note: The information above provides highlights of the Tulsa Model. Details and more specific guidelines can be obtained through your administrator.*

☞ Rubrics may be updated at the start of each school year. All employees should review the applicable rubric at the beginning of each school year. Evaluation rubrics can be accessed at the following link:

<http://www.owassops.org/staff.cfm?subpage=1300954>

## **TALENTED**

Owasso utilizes TalentED to manage the evaluation and documentation process. Each employee will be given a personal login ID. Administrators will utilize the system to provide copies of observation notes, “push pins”, and other relevant communication.

TalentED can be accessed at

<https://owasso.tedk12.com/sso/account/login?pid=8>

Questions regarding the content in TalentED can be directed to the evaluator. Questions regarding login IDs can be directed to the TLE Coordinator.

# Professional Learning Focus

HB2957 requires every teacher/leader evaluated with TLE to have a focused and individualized program of professional learning - PLF (professional learning focus). The goal is to establish an annual professional learning focus that is collaboratively developed by the teacher and administrator in order to support constant learning and growth of all educators.

Owasso Public Schools will incorporate our pilot plan in 2017/18 with all teachers. The plan will be in full effect for 2018/19.

- Each teacher/leader should have a plan established by the end of the 1st quarter. Teachers will use the PLF form on the next page.
- The documentation of the plan outcomes should be complete by year end. The PLF documentation should be attached to the final evaluations. The only requirement is documentation, the learning process may not be complete.
- Teacher completes plan and submit to administrator by the end of September. A checkpoint with administrator will take place in January. Due dates will be provided by the Site Principal.
- Documentation is signed by teacher and administrator and attached to the final evaluation by end of the school year.

# OWASSO PUBLIC SCHOOLS PROFESSIONAL LEARNING FOCUS

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Teacher:	Evaluator:
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## **Step 1: Write your professional learning focus (PL Focus)**

I choose Element/Indicator # \_\_\_\_\_ Date Established: \_\_\_\_\_

The specific area within the Element/Indicator I would like to focus is

## **Step 2: Identify the types of professional learning you would like to utilize to build your expertise in the area of focus.**

Presenter-Led Workshop	Action Research Project	Article/Book Study
Team Collaboration	Video and/or Webinars	Peer Observation
Other:		

## **Step 3: Identify Resources**

What available resources do you anticipate using to attain your goal?

## **Step 4: Reflect**

Why do you want to improve in this area?

How will it benefit you and/or your students?

*Continued on next page*

**Step 5: January Checkpoint**

**Evaluator initials** \_\_\_\_\_

Date:	Target Indicator:
Actions Taken:	
Results:	
Follow Up:	

Teacher Signature	Date
Evaluator Signature	Date

Would you be willing to collaborate and/or be a resource for others who choose the same PL Focus in the future? \_\_\_ Yes \_\_\_ No

Proactive Planning: Will you continue this goal next year? \_\_\_ Yes \_\_\_ No

If no, do you know what area you may want to strengthen next year (for resource planning purposes only)?

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