

TEACHER EVALUATION

The Colcord Board of Education believes that personnel evaluation is a mutual endeavor among all staff members and the board to improve the quality of the overall educational program. The improvement of the district's educational efforts must be a joint responsibility of the school district and the individual educator.

All certified staff members shall be evaluated using an evaluation system that has been approved by the Oklahoma State Board of Education. The completed evaluation shall be retained in the personnel file of the person being evaluated. The evaluation instrument is a confidential document and shall be protected accordingly.

Probationary teachers shall receive formative feedback from the evaluation process at least twice each year. Formative feedback shall occur during the fall semester, and at least once during the spring semester, each year. Career teachers shall be evaluated at least once each year except for career teachers receiving a district evaluation rating of "superior" or "highly effective" rating under the TLE, who may be evaluated once every three (3) years. Evaluations of teachers shall be made by the appropriate certified principal, or other designated certified and qualified administrative person.

The evaluation rating of teachers and administrators shall be based on the qualitative component of the TLE. A school district with an average daily attendance of more than thirty-five thousand (35,000) may incorporate at its own expense prior to the 2015-2016 school year the quantitative components of the TLE into its evaluation system of teachers and administrators as defined by the school district's written policy. The district may continue to use, at its own expense, quantitative measures of teachers and leaders as a part of the district evaluation rating. Such measures shall include a minimum of one reliable, researched-based measure as approved by the State Board of Education.

For evaluations of teachers and administrators conducted during the 2017-2018 school year, and each school year thereafter, school districts shall incorporate and put into operation the qualitative component of the TLE and shall provide all teachers and administrators with a district evaluation rating based upon the components of the TLE. For the 2017-2018 school year school districts shall incorporate the individualized programs of professional development set forth at 70 O.S. § 6-101.10 (B) on a pilot program basis.

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 set forth at 70 O.S. § 6-101.10 (B).

The evaluation shall be reviewed by the staff member and the evaluator. Either or both may attach written and signed comments to the evaluation instrument within two weeks of the evaluation, provided that no additional statements or comments shall be attached without the teacher's knowledge. The teacher's signature on the evaluation instrument shall serve only to reflect the teacher's acknowledgment that an evaluation was conducted. A copy of the completed evaluation instrument will be provided to the teacher.

Except by order of a court of competent jurisdiction, evaluation documents and the responses thereto shall be made available only to the evaluated person, the board of education, the administrative staff making the evaluation, the board and administrative staff of any school to which the evaluated person applies for employment, and such other persons given consent by the teacher in writing, and shall be subject to disclosure at a hearing or trial de novo.

If the evaluation discloses any area(s) in which improvement can be reasonably expected and desired, the principal shall discuss such area(s) with the teacher and offer suggestions and recommendations as to how improvement may be achieved. Such recommendations shall be recorded on the evaluation instrument.

TEACHER EVALUATION (Cont.)

When the evaluating administrator identifies poor performance or conduct that the administrator believes may lead to a recommendation for the career teacher's dismissal or nonreemployment, the administrator will admonish the teacher in writing and make reasonable effort to assist the teacher in correcting the poor performance or conduct; and establish a reasonable time for improvement, not to exceed two months.

If the career teacher does not correct the poor performance or conduct cited in the admonition within the time specified, the administrator shall make a recommendation to the superintendent for the dismissal or nonreemployment of the teacher. A probationary teacher will receive a plan of improvement if inadequate teaching performance exists. *The board shall review this evaluation policy on an annual basis following consultation or involvement by representatives selected by the teachers in this district.*

REFERENCE: 70 O.S. §6-101.10, et seq.

THIS POLICY REQUIRED BY LAW.

Approved Other Academic Measures List

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

Category of Measure	Approved Measures	Examples of Possible 5-Tier Rating Scales
State Assessments	<ul style="list-style-type: none"> • End of Instruction (EOI) • Fine Arts Assessment • Oklahoma Core Curriculum Tests (OCCT) • Oklahoma Alternate Assessment Program (OOAP) 	<p>5-95% proficient or advanced 4-85% proficient or advanced 3-75% proficient or advanced 2-65% proficient or advanced 1-less than 65% proficient or advanced</p> <p>5-20% increase in student proficiency 4-15% increase in student proficiency 3-10% increase in student proficiency 2-5% increase in student proficiency 1-less than 5% increase in student proficiency</p>
Value-Added Model (VAM) Score (If one of these components is used for the 35% Student Academic Growth component for the teacher or leader, it cannot be selected as the 15% Other Academic Measure unless the teacher has an Individual VAM score used for the 35% Student Academic Growth.)		<p>5-5 on School-Wide Value Added Score 4-4 on School-Wide Value Added Score 3-3 on School-Wide Value Added Score 2-2 on School-Wide Value Added Score 1-1 on School-Wide Value Added Score</p>
"Off the Shelf" Assessments – Assessments commonly used throughout the state and/or nationally.	<ul style="list-style-type: none"> • Advanced Placement (AP)/International Baccalaureate (IB) Exams • Assessments on the ACE Alternate Test List • BEAR/DIBELS/Literacy First • Computer Generated Assessments • EXPLORE/PLAN/ ACT WorkKeys • Industry Recognized Certification Exams • SAT/PSAT • Star Reading/Star Math • Other state or nationally available assessments that generate student scores automatically (In other words, the cut scores are consistent across all districts and states.) 	<p>5-100% on grade level 4-90% on grade level 3-80% on grade level 2-70% on grade level 1-less than 70% on grade level</p> <p>5-20% increase in passing rate 4-15% increase in passing rate 3-10% increase in passing rate 2-5% increase in passing rate 1-less than 5% increase in passing rate</p>

Category of Measure	Approved Measures	Examples of Possible 5-Tier Rating Scales
A-F Report Card Components	<ul style="list-style-type: none"> • Overall School Grade or GPA • Student Academic Performance Grade • Student Growth Grade • Whole School Performance Grade • Any A-F Report Card Component (e.g., Graduation Rate, Bottom 25% Growth) 	<p>5-A on an individual component 4-B on an individual component 3-C on an individual component 2-D on an individual component 1-F on an individual component</p> <p>5- Improvement of GPA by one point 4-Improvement of GPA by one-half point 3-Improvement of GPA by one-quarter point 2-Same GPA 1-Lowered GPA</p>
Surveys		<p>5-90% approval rating with 75% response rate 4-80% approval rating with 75% response rate 3-70% approval rating with 75% response rate or 80% approval rating with 50% response rate 2-60% approval rating with 75% response rate or 70% approval rating with 50% response rate 1-Less than 60% approval rating with 75% response rate or less than 70% approval rating with 50% response rate</p>
Student Competition	<ul style="list-style-type: none"> • National, State, Area, or Regional Competitions (Sponsored by OSSAA or similar organization) • Robotics Competitions • State Science Fair 	<p>5- 1st or 2nd place in area competition 4_ 3rd or 4th place in area competition 3- 1st or 2nd place in regional competition 2-Invitation to regional competition 1-No invitation to regional competition</p> <p>5-20% increase in students who qualify to compete 4-15% increase in students who qualify to compete 3-10% increase in students who qualify to compete 2-5% increase in students who qualify to compete 1-less than 5% increase in students who qualify to compete</p>
Miscellaneous	<ul style="list-style-type: none"> • IEP Goal Attainment • Service Learning Project Portfolios • Student Community Service Project Portfolios • Teacher/Leader Portfolios • Third Grade Promotion • State-, District-, and/or Consortium-Developed Benchmark Assessments 	<p>5-100% of Students Meeting All IEP Goals 4-90% of Students Meeting All IEP Goals 3-80% of Students Meeting All IEP Goals 2-70% of Students Meeting All IEP Goals 1-Less than 70% of Students Meeting All IEP Goals</p> <p>Each measure in the Miscellaneous Category is unique; therefore, it is not possible to give examples of 5-tier rating scales for each measure. Locally or regionally developed rubrics may be needed to establish 5-point rating scales for some of these measures. To the degree possible, the State Department of Education will work with district representatives to develop state models of rubrics and rating scales of these measures.</p>