TLE and the Professional Learning (PL) Focus Guidance 2024-2025

This document is designed to support Oklahoma educators and TLE evaluators through the TLE evaluation process during the 2024-2025 school year. The guidance has been developed based on conversations with educators and local and national partners.

Approved TLE Evaluation Models for Oklahoma

Districts select **the one evaluation model that best meets the needs of their stakeholders** from a pre-approved list provided by the Oklahoma State Department of Education (OSDE). The model selected must be utilized for TLE throughout the entire district.

Currently, school districts in Oklahoma have chosen to evaluate using the Marzano evaluation suite, the McREL Leader framework, and the OKTLE Model suite.

The Marzano and OKTLE Model suite of evaluation rubrics was developed to support educators in becoming more effective in their craft by providing a common language for instructional practices and support through classroom observations followed by objective, actionable feedback from the evaluator.

The evaluator and the educator will use the observation pre-conference to discuss the evaluation rubric and ask questions concerning observation expectations.

The indicators/elements within the evaluation frameworks can be observed in person and virtually. Indicators/elements not viewed during a classroom observation can be supported by uploading materials used in class for the evaluator to view. For instance, assignments modified to meet IEPs or EL plans may not be observable in a virtual setting, so the educator can upload the modified assignment to be viewed by the evaluator prior to the completion of observation/evaluation documentation.

Districts holding in-person classes should conduct in-person observations, evaluations, and feedback conferences. If the classes are held virtually, the observations, evaluations, and feedback conferences should be held in the same format. Walk-throughs should be conducted throughout the school year whether in-person or virtually. Evaluators will need access to virtual classrooms to conduct observations and walk-throughs.

The Professional Learning (PL) Focus

The Professional Learning (PL) Focus provides all certified educators in the district, except for the district superintendent, the opportunity to set their professional growth goal(s) for the school year.

The PL Focus selected shall:

- Be established in collaboration with the individual's evaluator.
- Be correlated to one of the indicators/elements of the individual's evaluation rubric.
- Be based on researched practices that are correlated with increased student achievement.
- Be supported by local and district resources as well as resources from the Oklahoma State Department of Education at OSDE Connect.

The PL Focus shall be established by the **end of the district's first nine weeks** of school. A PL Focus is deemed established once the evaluator and the person being evaluated have met, either in-person or virtually, to discuss the PL Focus topic selected, verified that the topic meets the above criteria, agreed on the resources to be used for the professional learning and signed the PL Focus document.

When completing the PL Focus documentation, the evaluation rubric indicator/element which is used to evaluate the educator's participation in professional development should not be chosen as the PL Focus. Instead, select the indicator/element that best describes the focus of the learning growth. For example, an educator who would like to increase his/her knowledge of technology strategies that can be used in the classroom in alignment with the standards would select Indicator 10 *Teacher Teaches the Objectives through a Variety of Methods* for the OKTLE Teacher model or Element 2 *Aligning Resources to Standards* for the Marzano Focused Teacher model.

TLE exemption status **does not** apply to the PL Focus. All certified personnel, except for the district superintendent, complete a PL Focus annually regardless of exemption status on the qualitative component of the TLE.

Observations and Evaluations Based on Educator Status

Career-status educators should be observed twice a year. One observation with actionable feedback should occur in the fall, and one observation with actionable feedback should occur in the spring. The final evaluation with actionable feedback should occur in the spring.

Probationary educators should be observed once during the first nine weeks, once during the second nine weeks, and again in the third nine weeks. A feedback conference should follow all observations. The final evaluation with actionable feedback should be held in the fourth nine weeks.

Observation and Evaluation Timelines

Observations should not be conducted on the first day of school following a break in the school calendar (i.e., the day students return to classes after fall break). Also, observations should not be conducted on the first day following a transition from in-person to virtual classes or vice versa. Each classroom observation, whether in-person or virtual, should be a minimum of 20 minutes in length.

The observation post-conference shall be conducted within five instructional days of the classroom observation. This allows timely, actionable feedback to be provided during the observation conversation. The observation conference may be conducted in person or virtually to match the structure of the school day at the time of the conference. Post-conferences shall not be conducted through email.

There shall be at least ten instructional days between an observation conference and the next classroom observation. This provides time for the educator to adjust the instruction recommended in the observation conference.

Attaining Career Status

For an educator to attain career status, regulations set in HB2957 (2016) must be met. In accordance with HB2957 (2016), a career teacher who was employed for the first time in one school district under a written continuing or temporary teaching contract beginning in 2017-2018 or thereafter:

a.) has completed three or more consecutive complete school years in one district as a teacher under a written continuing or temporary contract and has achieved a district evaluation score of superior (4.8 or higher) for two of the three school years, or

b.) has completed four consecutive complete school years as a teacher in one district under a written continuing or temporary teaching contract and has averaged a district evaluation score of at least effective (2.8 or higher) for the four-year period and achieved at least an effective district evaluation score on the TLE for the last two years of the four-year period, or

c.) has completed four or more consecutive complete school years in one district and has not met the requirements above, only if the principal of the school of which the teacher is employed submits a petition to the district superintendent requesting that the teacher be granted career status, the superintendent agrees with the petition and the local board of education approves the petition. The petition shall specify the facts supporting the granting of career status to the educator. These documents should be retained as part of the educator's personnel file.

Exemption from the Qualitative Component

Career educators who are evaluated and score a highly effective (3.8) or higher on the district evaluation may qualify for exemption on the qualitative component of the TLE for up to three years.

An exemption applies only to the qualitative portion of the TLE. It does not apply to the Professional Learning Focus. The PL Focus shall be completed annually by all certified educators in the district, except for the district superintendent who is not evaluated under a TLE evaluation model.

Evaluator Certification

To conduct TLE observations and evaluations, an individual shall complete the rubric evaluation training specified by the school district and prove mastery of the concepts through assessment(s). Upon meeting the evaluator's requirements, the individual will receive an evaluation certificate. A copy of the evaluation certificate should be shared with the district, as it will need to be available for review during the Regional Accreditation visit/audit.

Local School Boards of Education can designate individuals other than building-level administrators to conduct TLE evaluations. The designees must hold a rubric specific TLE evaluation certificate before conducting classroom observations.

Evaluator certification is valid for two years. TLE observations and evaluations must be conducted by an evaluator holding a valid TLE evaluation certificate. TLE evaluator initial certification and recertification training occur primarily in the summer, but there are sessions available later in the year for those moving into an evaluative role later in the school year.

TLE Qualitative Report

The TLE Qualitative Report collects qualitative evaluation and PL Focus data annually. This report used to be on the Wave but is now on Single Sign-On (SSO).

Contacts

Please direct questions concerning TLE and the Professional Learning Focus to Karen Mock, Program Director of Teacher Recruitment and Retention, karen.mock@sde.ok.gov (405) 522-1835.

Please direct questions regarding technical issues with your TLE platform or questions specific to the evaluation model to cse@marzanoevaluationscenter.com or info@oktle.com.