Teacher and Leader Effectiveness Commission Teacher Evaluation Framework/Model Selection Criteria

OKLAHOMA
STATE DEPARTMENT of EDUCATION
JANET BARRESI
STATE SUPERINTENDENT
of PUBLIC INSTRUCTION

The review following the criteria set forth by the Teacher and Leader Effectiveness Commission will be conducted by the Oklahoma State Department of Education and submitted to the Commission for consideration.

Selection	Description
Does not meet the criteria	From the materials provided, does not appear to meet the criteria
Meets the criteria	From the materials provided, appears to meet the criteria
Exceeds the criteria	From the materials provided, appears to exceed the criteria

Framework: Marzano Causal Teacher Evaluation Model

Required by Statute	Teacher Evaluation Framework/Model Selection Criteria for the Qualitative Measures	Does not meet the criteria	Meets the criteria	Exceeds the criteria	Reviewers' Notes
✔	Includes a Five-Tier Rating System (qualitative measures) 1) Superior 2) Highly Effective 3) Effective 4) Needs Improvement 5) Ineffective		✔		Presentation included calculation to generate Oklahoma's five-tier rating system and is currently in use within Oklahoma City as presented by Dr. Brian Staples
✔	Annual evaluations that provide feedback to improve student learning and outcomes			✓	In addition to the causal link research, the model also contains reflection questions, video examples, teacher and student evidences, etc. to provide teachers with annual evaluations that support their growth and development to raise student learning and outcomes.
✔	Comprehensive remediation plans and instructional coaching for all teachers rated as Needs Improvement or Ineffective			✓	All teachers are required to develop Professional Growth Plans and engage in deliberate practice in order to document improvements in their teaching. Processes include supports and tools for instructional coaches to engage with struggling teachers and supervision models for more support and observational feedback for struggling teachers.
✔	Be evidence-based (e.g. research and field proven)			✓	The Art and Science of Teaching, upon which the evaluation model was developed is widely used. The evaluation model is also being used in large scale including a pilot in Oklahoma City and the state of Florida.

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✓	Include observable and measurable characteristics of personnel and classroom practices (rubrics and evidences for each rubric)			✓	The model contains rubrics, teacher and student evidence for each rubric, and coaching supports for each rubric.
✓	An evidence-based tool that will include characteristics of personnel and classroom practices that are correlated to student performance success		✓		
✓	Be based on research-based national best practices and methodology (contemporary research and practices of expertise development and strategies/behaviors for raising student achievement)			✓	The model draws upon 35 years of research for what works for raising student achievement. The model also cites contemporary research for the development of expertise and incorporates national best practices for accounting for years of service and growth over time.
✓	Must contain minimally: a) Organizational and classroom management skills b) Ability to provide effective instruction c) Focus on continuous improvement and professional growth d) Interpersonal skills e) Leadership skills			✓	The model exceeds the minimum requirements. Domains 3-4 incorporate interpersonal skills and leadership skills.
	Accounts for years of service since teacher expertise develops over time			✓	Model includes for categories of teachers accounting for years of service with recommendations for 0-3, 3-9, and 10 plus years of service.
	Granular enough with "thin slices" of instruction to support deliberate practice because teachers develop expertise through engaging in focused practice with focused feedback			✓	Classroom strategies and behaviors (Domain 1) includes 41 elements that are granular enough to support deliberate practice.
	Identifies the instructional context or lesson type or segment for when it is instructionally appropriate to see certain research-based strategies			✓	41 elements in Domain 1: Classroom Strategies and Behaviors are classified into lesson types or segments for both teachers and observers to identify when it is appropriate to see certain strategies.
	Includes scales or rubrics to identify the level of implementation for the strategies		✓		All elements in the framework include 5 point scales/rubrics identifying levels of implementation of the strategies.
	Reflects the elements for a research-based common language of instruction that accurately reflects the complexity of teaching			✓	The complexity of teaching is represented in the model and the model reflects a substantial research base drawn from 35 years of research and meta-analysis.

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	Clearly defines and articulates teacher and student evidences for each rubric			✓	Every scale/rubric includes examples of teacher and student evidence.
	Be correlated to student performance success (validation studies and causal links studies for instructional strategies/behaviors)			✓	The model has substantial research documentation for raising student achievement through the 41 classroom strategies and behaviors in Domain 1.
	Validation studies (Specific studies on the model/framework to verify its ability to identify levels of teaching performance correlated to student achievement results)		✓		Only model where validation studies conducted within Oklahoma were cited for the model
	Research studies verifying the specific classroom practices in the rubrics have a "causal link" to raising student achievement			✓	Over 300 individual experimental and control studies have been completed identifying the causal link for use of strategies cited in the model to increases in student learning.
	Weights/emphasizes classroom instruction			✓	Of the 60 total elements in the Marzano model, 41 or 68% represent classroom instruction.
	Depth of supports provided for the framework (qualified capacity to support statewide efforts)			✓	Given the statewide implementations currently underway with the model, there is both capacity to support Oklahoma districts and a depth of supports from trainings or certification for evaluators for accuracy for observations.