

TLE: Nuts and Bolts

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Office of Educator Effectiveness

Oklahoma State Department of Education



Guest Presenters

Jacqueline Skapik, Titilola Williams-Davies, Rohini
Thukral McKee, and Angel Johnson

Urban Policy Development (UPD)

Today's Agenda

9:00 – Ensuring Effectiveness in Every Classroom

9:30 – Student Academic Growth/Value Added Measures

10:30 – Student Academic Growth/Non-Tested Grades and Subjects

10:50 – Next Steps for 2014

11:15 – Q & A

Today's Goals

1. Understand the Theory of Action (the why?)
2. Review the components of TLE System (the what?)
3. Plan for next steps in 2014 (the when?)
4. Connect milestones to big picture (the how?)
5. Access all available resources (the who?)

Theory of Action

The why...

Educator Effectiveness Theory of Action

Educators and researchers agree that **Teacher Effectiveness** is the single most important factor in student academic achievement.

Do you believe...?

Every child deserves to have an effective teacher every year. YES

Every teacher deserves to have a team of effective leaders throughout his/her career. YES

Effectiveness can be developed. YES

Educator growth is best achieved through deliberate practice on specific knowledge and skills. YES

We do, too!





Oklahoma Education Workforce Shortage Task Force

Recommendations for Ensuring an Effective Teacher in Each
Classroom and an Effective Leader in Each Building

**OKLAHOMA EDUCATOR
WORKFORCE SHORTAGE TASK FORCE**

CONVENED *by the* OKLAHOMA STATE DEPARTMENT *of* EDUCATION

INITIAL REPORT • JANUARY 2014



Initial Report - January 2014

The following recommendations are designed to:

- Support and retain effective educators,
- Encourage continuous professional growth of all educators, and
- Recruit highly capable people into the education profession.

CAREER DEVELOPMENT STRATEGIES

The strategies recommended in this document are designed to provide a coherent model of career development for educators as represented in the figure.

ATTRACTING
High-Quality
Individuals to
the Education
Profession

PREPARING
Outstanding
Educators

DEVELOPING
Early Career
Teachers

RETAINING
Effective
Educators

EXPANDING
the Capacity
of Instructional
Leaders

ENCOURAGING
Retirees to
Return to the
Profession

- Attracting High Quality Individuals into the Education Profession
- Developing and Retaining Current Workforce
- Compensation

Attracting High Quality Individuals into the Education Profession

- Replicate the Supply and Demand Study every 3-5 years
- Develop a paid internship for teacher candidates
- Provide flexibility to the State Board of Education to certify traditionally prepared candidates through alternative pathways when unusual circumstances arise
- Provide opportunities for retired educators to return to the profession without loss of retirement benefits

Developing and Retaining Current Workforce

- Reinstatement of Teacher Residency Program or a modified form of support, mentorship, and coaching for new teachers
- Provide opportunities for teacher career advancement, such as mentor/master teachers, teacher coaches, and instructional leaders
- Target additional state funding for professional development to statewide academies and competitive grants related to implementation of current initiatives and reforms

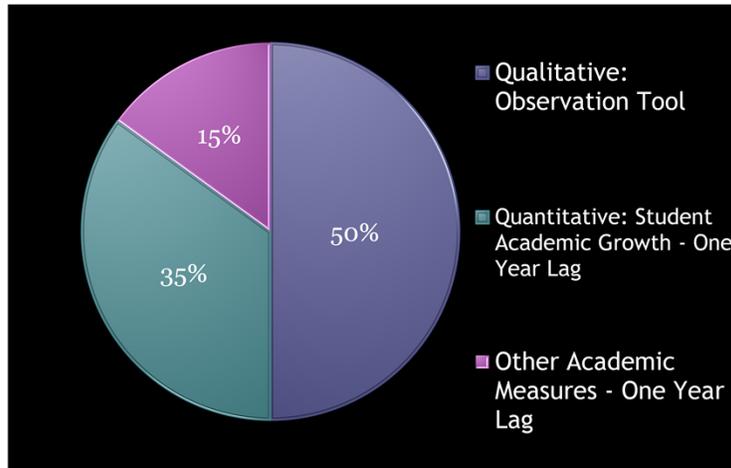
Compensation

- Increase teachers' base salaries as identified on the State Minimum Salary Schedule by at least \$2,000, with a plan to continue to increase the base salaries annually until they are competitive with bordering states.
- Identify a sustainable funding stream dedicated to increased salaries and other strategies for addressing shortages.

Components of TLE System

The what...

Components of the TLE System



2013-2014 Qualitative Implementation

- 2013-2014 is the first official year of implementation of the Qualitative Component
- A few pieces of feedback:
 - State requirements vs. Model requirements
 - Calibration
 - Clearly communicating learning goals
 - Supporting teachers with different areas of content expertise (e.g., co-observers, okmathteachers.com blog)

Firefox File Edit View History Bookmarks Tools Window Help

Friday Round-Ups | OKMath Teachers

okmatteachers.com/category/blog/friday-round-ups

Continue Reading » An article by Mrs. Telannia Norfar No Comments

★ FRIDAY ROUND-UPS

Jan 17 2014

Top 5 Things Principals Need to Know to Support Math Instruction



[Lasso icon designed by Sam Neckles from the Noun Project] At some level, principals have always been the instructional leader of their building. With new assessments and standards, never before has this role been more important. With the day to day paperwork mounting and parents or students always knocking at their door, when do principals have time to [...]

Continue Reading » An article by Robbyn No Comments

5 Ways to Reinforce MP.1 – Make sense of problems and persevere in solving them January 31, 2014

OKMath Fall 2013 Presentation January 26, 2014

#4 REAC3H Regional Meeting in Prepping for OKMath and OKSci Leadership, and Telannia Norfar on week's Friday Round-Up (Clickers) January 24, 2014

RECENT COMMENTS

Levi Patrick on OKMath 6-12 Engine (v. 1.0)

Nicole Shobert on 5 Ways to Reinforce MP.1 – Make sense of problems and persevere in solving them

Gina Wright on OKMath 6-12 Engine (v. 1.0)

Levi Patrick on #3 EOJ Item Review, REAC3H Regionals, Middle School Testing and Friday Round-Up (TLE)

Sara Wright on #3 EOJ Item Review, REAC3H Regionals, Middle School

2013-2014 Quantitative Pilot

- Pilot year for gathering data for Other Academic Measures (OAM)
- Second pilot year for completing Roster Verification (RV) that feeds into Student Academic Growth (SAG)
 - Second pilot year for gathering data for Student Academic Growth/Value Added Measures (SAG/VAM)
 - Student Academic Growth/Non-Tested Grades and Subjects (SAG/NTGS) is still to be determined

Student Academic Growth/Value Added Measures

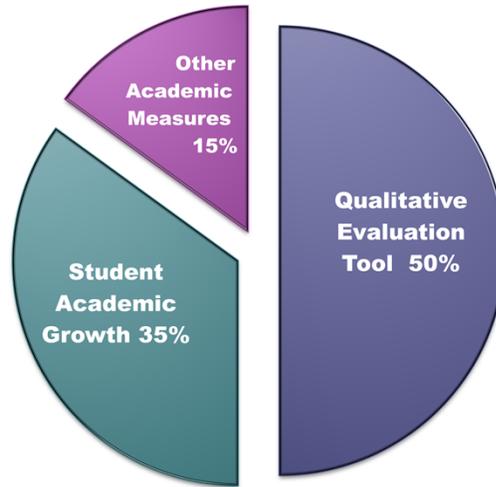
UPD Team

Value added and TLE

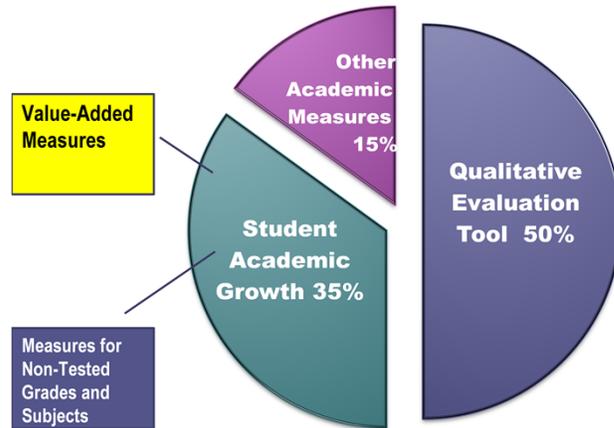
Agenda

- ❑ **Multiple measures: value added and TLE**
- ❑ **Measuring student growth**
- ❑ **How value added works**
- ❑ **Strengths of value added as a student growth measure**
- ❑ **Implementation timeline and upcoming engagement opportunities**

TLE and Multiple Measures of Effectiveness



TLE and Multiple Measures of Effectiveness



Which teachers will receive value-added results?

For pilot years 2013-14 and 2014-15, teachers of the following subjects will receive value-added reports:

- Reading and math in grades 4-8;
- Algebra I
- Algebra II
- Geometry
- English III

For all other teachers, student growth will be assessed using an alternate measure.

Measuring student growth

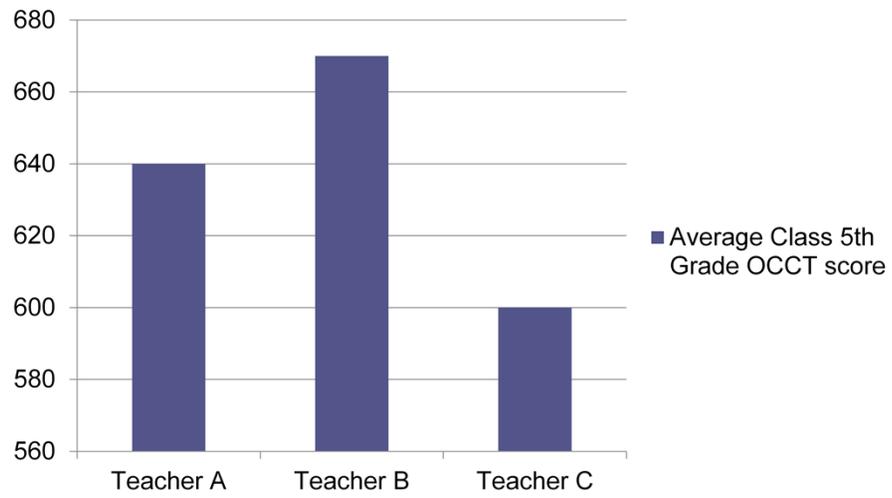
Test scores as student growth measures

- Examples of some ways test scores have been used to gather information about school and/or teacher performance:
 - Single-year proficiency targets (“snap shot” measures)
 - Comparing changes in test scores, including:
 - Cohort-to-cohort comparisons
 - Single grade-level cohort from one year to the next



Snapshot measures

Average Class 5th Grade OCCT score 2013



Issues with snapshot measures

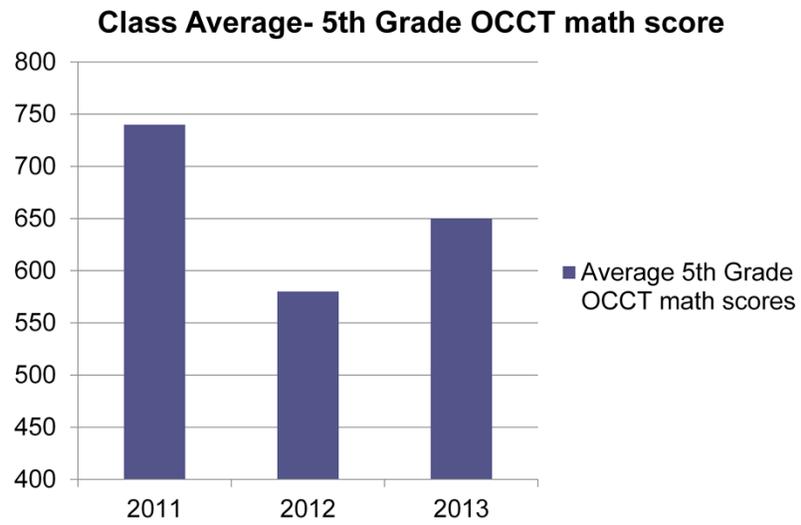
❑ Not a level playing field for teachers:

- Some teachers have an unfair advantage based on past performance of their students
- Others will be at an unfair disadvantage for the same reason

❑ Masks student progress

- Teachers whose students make major gains but are still not reaching proficiency targets may not receive credit for effective or highly effective practice
- Missing critical information that may provide important insight into effective instructional practice

Cohort-to-cohort comparisons

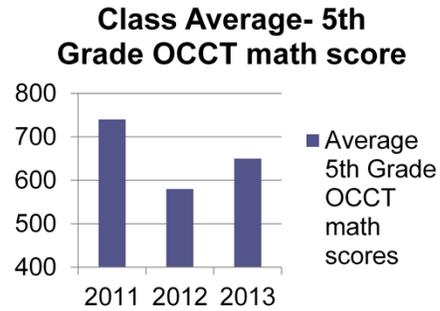


Issues with cohort-to-cohort comparisons

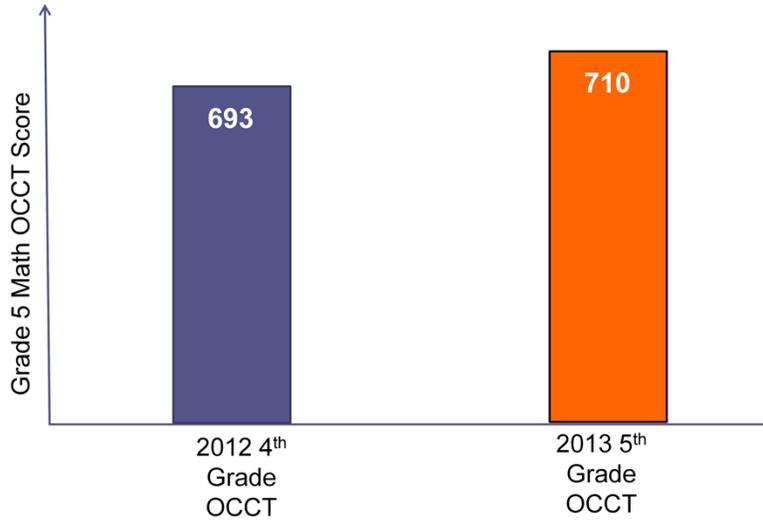
❑ Cohort-to-cohort comparisons

- Measuring different sets of students, differences could be largely related to inherent differences between those students

- Provides limited insight into teacher's impact on student learning



Single cohort comparisons

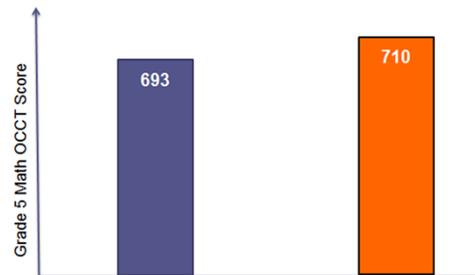


Issues with single cohort comparisons

□ Single cohort year-to-year comparison

- Can't directly compare test scores from two different tests
- Doesn't take into account factors outside the teacher's control
- Provides limited insight into teacher's impact on student learning

Single cohort comparisons



How value added works

What is value added?

“Value added” is a measure of a teacher’s contributions—the amount of value he or she adds—to students’ academic growth. It is one of multiple measures that will be used to evaluate the performance of teachers’ and administrators in Oklahoma’s TLE system. It is designed to isolate a teacher’s value added from other factors that might affect a student’s scores but that are outside the teacher’s control. These factors include students’ status as an English-language learner, use of individual education plans, and attendance at school.

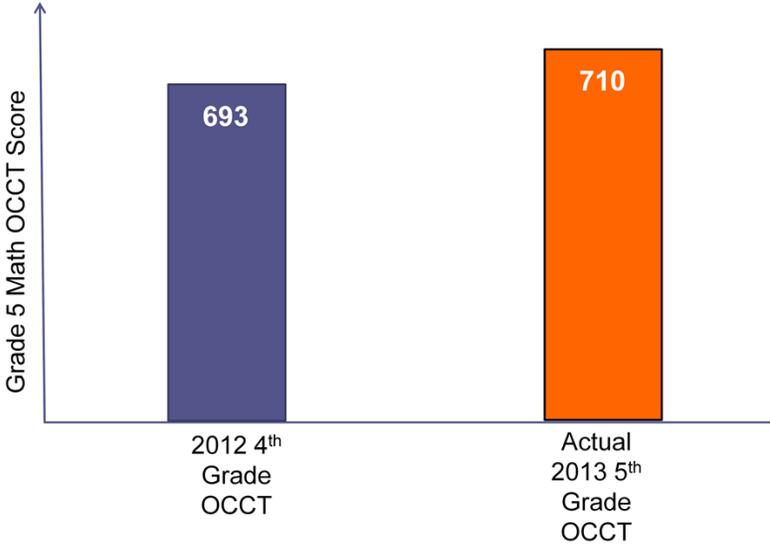
How does value added work?

To estimate a teachers' value-added result, a value-added model compares two sets of test scores:

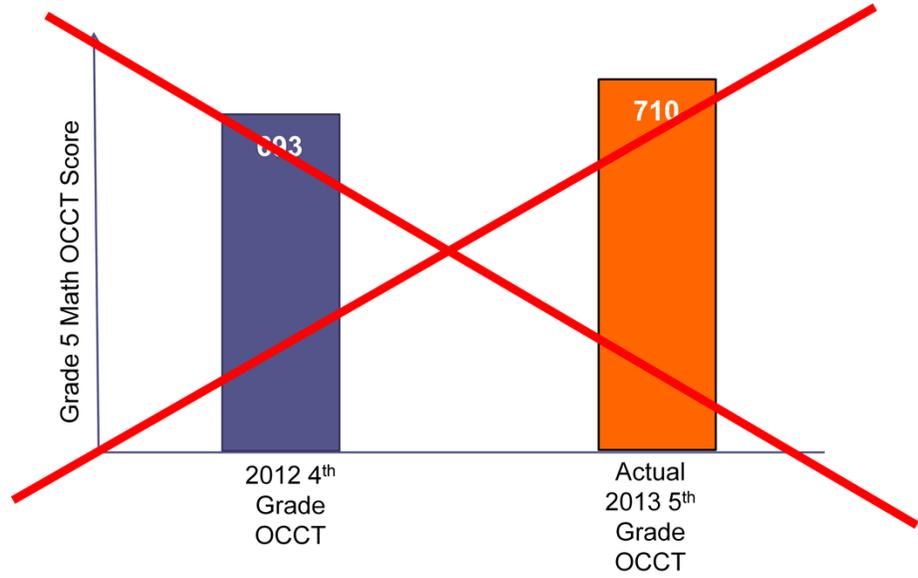
- (1) the scores that the teacher's students earned
- (2) the scores of students similar to the teacher's students based on previous performance and other characteristics ("typical peer score").

The average difference between these two sets of scores is the teacher's value added.

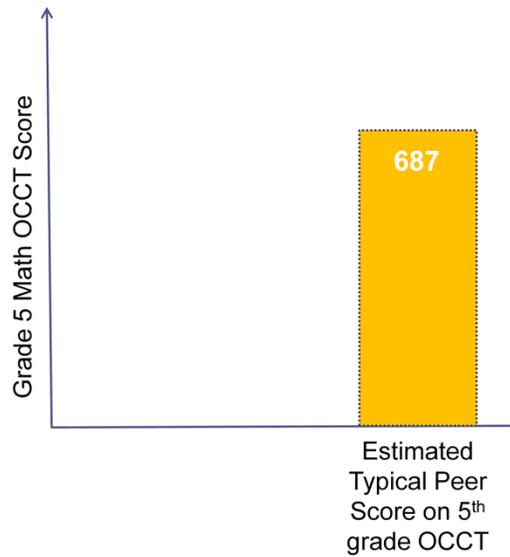
Measuring student growth



Measuring student growth



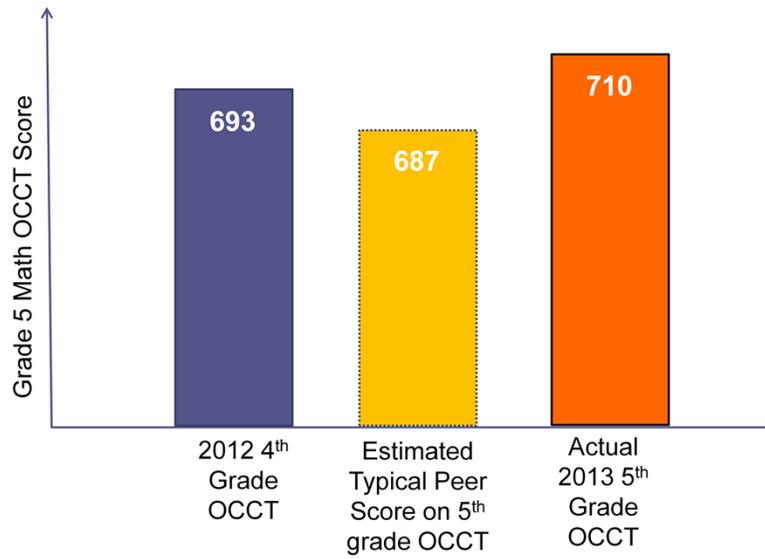
Estimate typical peer score



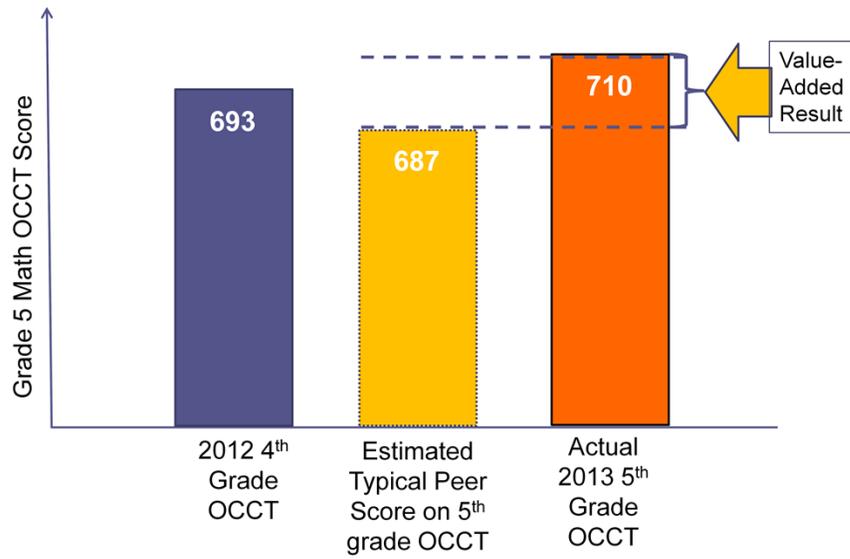
Typical Peer Score

- Represents the score of students similar to the students in the teacher's class
- Unique scores are estimated for each student, the class value represents the average of those estimates
- Calculated using statistical analysis that relates a student's actual end of year test performance, multiple prior year test scores and other background characteristics

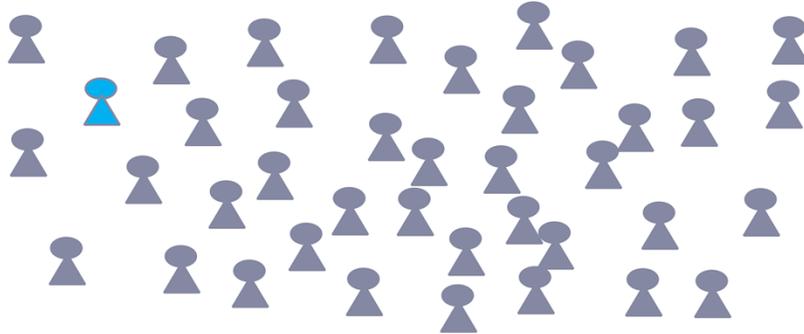
Compare Typical Peer Score and Actual Score



Compare Typical Peer Score and Actual Score

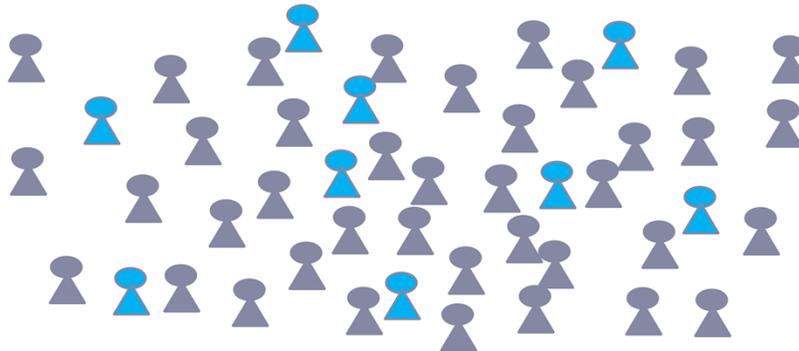


Estimate typical peer score



-  **James, a student who scored 800 on the 2012 OCCT at the end of 4th Grade**
-  **All other OK 5th Grade Students**

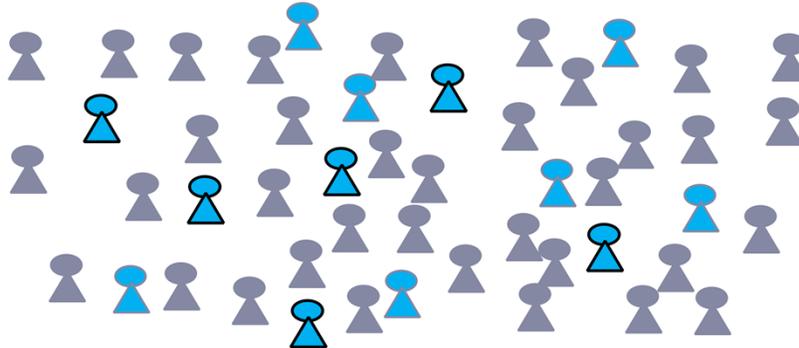
Estimate typical peer score



 **James and other students with similar 4th grade OCCT scores and other characteristics**

 **All other OK 5th Grade Students**

Estimate typical peer score, including prior test score and other characteristics



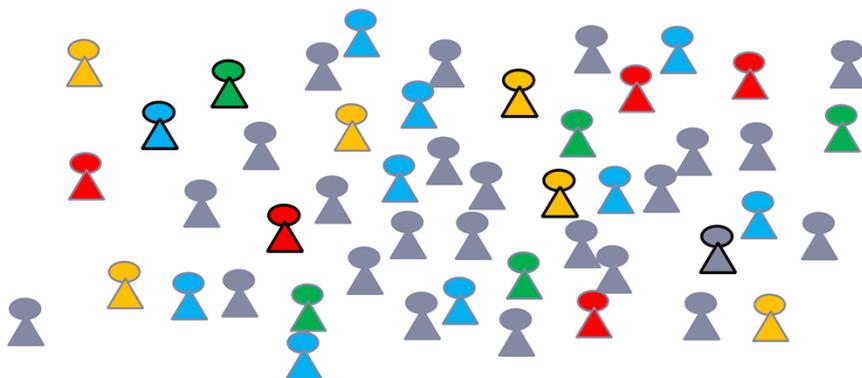
 James and other students with similar prior test scores AND other shared characteristics

 All other OK 5th Grade Students

Student Characteristics included in the OK Value-Added Model

- Prior Achievement
- Free/Reduced Lunch Status
- Limited English Proficiency
- Special Education Status
- Race/Ethnicity
- Gender
- Student Mobility
- Attendance

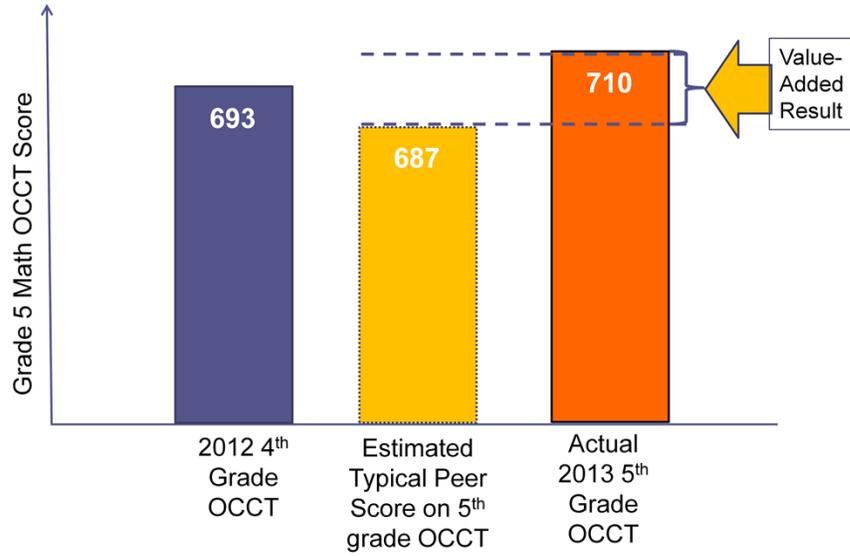
Estimate predicted scores for all students in the class



Typical peer scores and actual scores for all students in a class

Student	Typical Peer 5th Grade OCCT Score	Actual 5th Grade OCCT Score
James	800	830
Elizabeth	550	640
John	640	635
Jennifer	710	730
David	700	700
Average	687	710

Compare Typical Peer Score and Actual Score



Addresses issues with past methods for measuring student growth

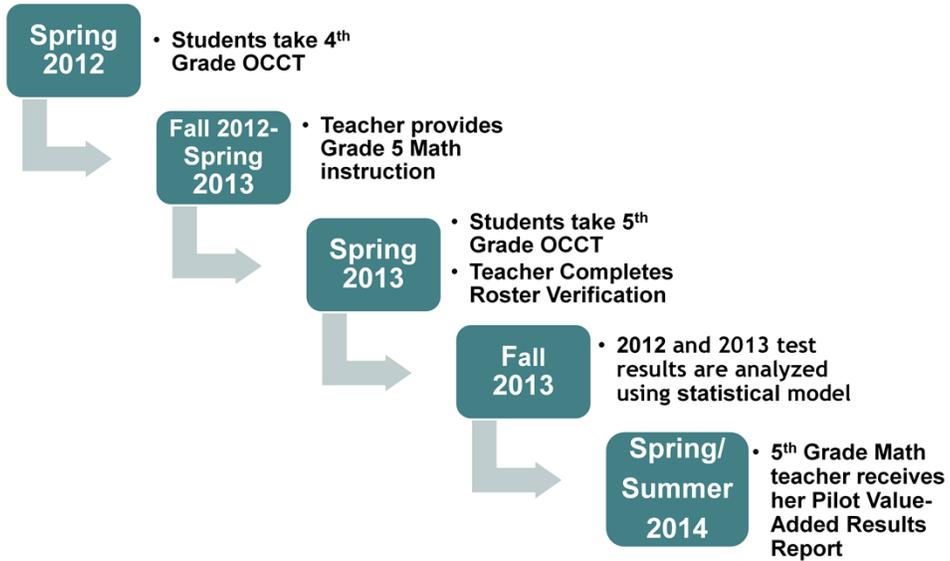
- ✓ Levels the playing field by eliminating impact of unequal prior achievement levels
- ✓ Controls in place to account for factors unrelated to teacher performance
- ✓ Highlights student progress and credits teachers for student gains
- ✓ Relies on a comparison between actual performance and typical peer scores, rather than direct comparison between two different tests

Unique benefits of value added

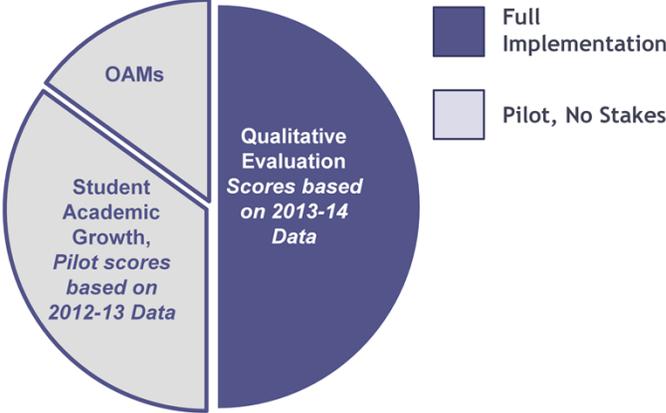
- **New approach for measuring the ways teaching affects learning by isolating a teacher's contribution to student growth using sophisticated statistical analysis**
- **Teachers and school leaders can use this data to begin to assess how well instructional programs are working**

Implementation timeline and engagement opportunities

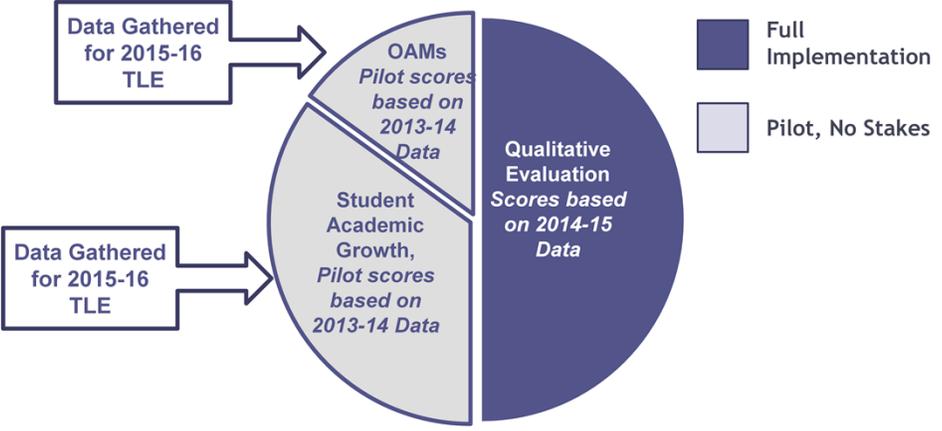
Value-added results reported in 2014 are based on 2012-13 instructional year



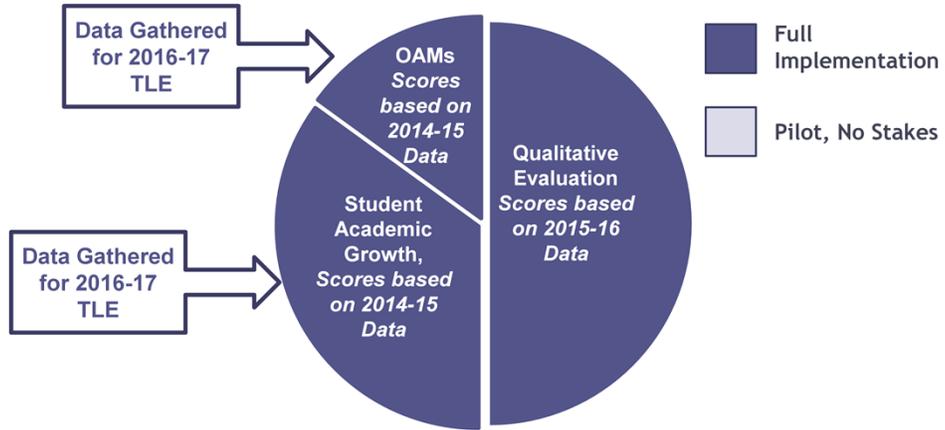
TLE 2013-14: Partial implementation, value-added pilot



TLE 2014-15: Partial implementation, value-added pilot



TLE 2015-16: Full implementation



Key dates for 2013-14 Pilot

- **March 31- April 3, 2014:** Training and implementation overview sessions for district leaders via videoconference
- **Late Spring and Summer 2014:** Train-the-trainer sessions for district training teams
- **Spring/Summer 2014 and beyond:** Value-added reports distributed by districts

Slide 55

JS1 may want to elaborate on how teachers get their results (3rd bullet)
Jackie Skapik, 2/12/2014

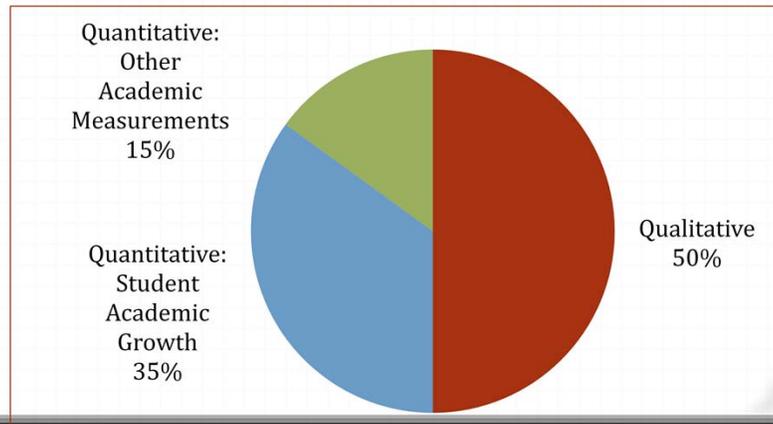
Student Academic Growth/ Non-Tested Grades and Subjects

Other States' Experiences and
Recommendations from the TLE Commission

*NOT YET FINALIZED BY THE OKLAHOMA STATE
BOARD OF EDUCATION*

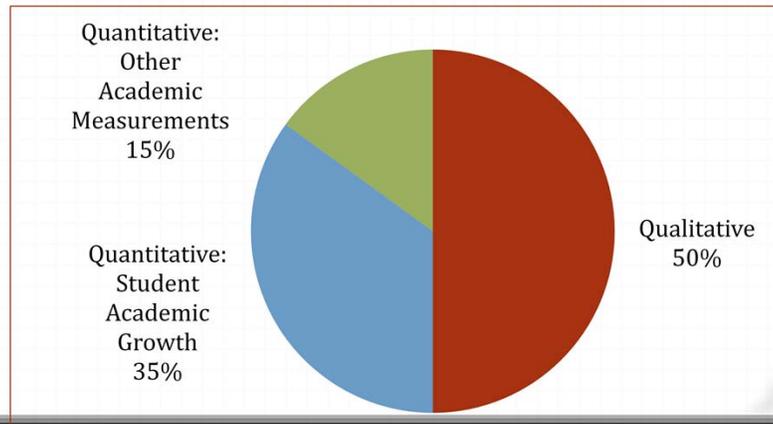
Student Academic Growth

- ◆ All Teachers will Receive a Student Academic Growth Score



Student Academic Growth

◆ NOT All Teachers will Receive a Value Added Result

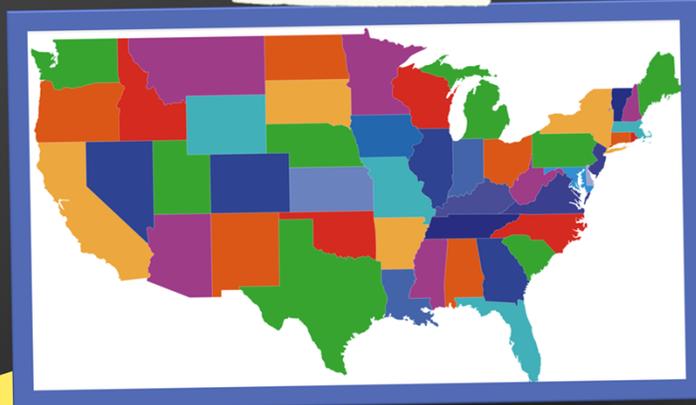


Who Will Get a Value Added Result?

- ◆ Teachers of 4th – 8th Grade Math and Reading/English Language Arts with at least 10 eligible students
- ◆ Teachers of Algebra I, Algebra II, Geometry, and English III with at least 10 eligible students
- ◆ Administrators of a building with any of the above grades and subjects with at least 10 eligible students

Who Will NOT Get a Value Added Result?

- ◆ Teachers of Non-Tested Grades and Subjects
- ◆ Teachers of Tested Grades and Subjects not listed before (e.g., 8th Grade Science)
- ◆ Teachers of Tested Grades and Subjects listed previously with fewer than 10 eligible students
- ◆ Administrators of a building with only Non-Tested Grades and Subjects (e.g., PreK-2 Grade Buildings)
- ◆ Administrators of a building that would get a Value Added Result, but has fewer than 10 eligible students



Learning from
Others

Other States' and Districts' Experiences with Teachers and Leaders of Non-Tested Grades and Subjects

Other States' Experiences

- ◆ A “Few” Other States and Districts
 - ◆ Focus in on Tennessee

- ◆ A “Lot More” of Other States and Districts
 - ◆ Focus in on Colorado and Rhode Island

A “Few” (e.g., Tennessee)

- ◆ Increase state-developed and state-administered tests to include more teachers in Value Added Measure

A “Lot More” (e.g., Colorado and Rhode Island)

- ◆ Student Learning Objectives (SLOs)
- ◆ Student Outcome Objectives (SOOs)

SLO/SOO Essential Questions

1. What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?
2. Where are my students now (at the beginning of instruction) with respect to the objective?
3. Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?
4. How will they demonstrate their knowledge?

Not yet finalized by the Oklahoma State Board of Education

SLO/SOO Process

Set standards-aligned objectives for students.

Identify students' baseline knowledge and academic history

Set rigorous targets based upon students' baseline knowledge and academic history.

Measure students' learning throughout the year and adjust instruction as necessary.

Measure students' learning at the end of the instructional period using high quality assessments.

Not yet finalized by the Oklahoma State Board of Education

SLO and SOO Structure

1. Identify Key Content/Behaviors
2. Determine Baseline Data
3. Set Targets for Individual Students or Groups of Students
4. Administer Assessment/Measure

Not yet finalized by the Oklahoma State Board of Education

SLO and SOO Structure

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Example

Biological Diversity

25% - 60% on beginning of year test

(25%-35%) → 50%

(36%-45%) → 70%

(46%-60%) → 85%

Biology I EOI

Not yet finalized by the Oklahoma State Board of Education

SLO and SOO Structure

1. Identify Key Content/Behaviors
2. Determine Baseline Data
3. Set Targets for Individual Students or Groups of Students
4. Administer Assessment/Measure

Example

Career Awareness

Identified 1-7 careers on beginning of course survey

(1-4) → 10

(5-7) → 12

End of course career project

Not yet finalized by the Oklahoma State Board of Education

SLO and SOO Structure

Each SLO/SOO should include information about the number of students enrolled in a given course, the length of the interval of instruction (e.g., single semester courses vs. year-long courses), and strategies for teaching diverse learners in the course.

SLO Example: Social Studies

SLO: Social Studies, secondary level, individual teacher goal.

Population: 84 seventh grade students.

Timeframe: 12 weeks.

Assessment: Denver End of Course Exam.

Assessment Baseline: 100 percent of the students scored a "one" on the district seventh grade world history pretest

Expected Student Growth: 80 percent of the students who attend 85 percent of classes or more will score a "three or better" on the district seventh grade world history post test.

Strategies: Experiential exercises; Cornell Notes; Writing, Inquiry, Collaboration, and Reading (WICR); Modified Document Based Questions; Philosophical Chairs; Commentary Writing; R.A.F.T.S. Graphic Organizers and Reciprocal Teaching.

Source: Denver Public Schools, Student Growth Objectives, at: <http://sgoinfo.dpsk12.org>.

Not yet finalized by the Oklahoma State Board of Education

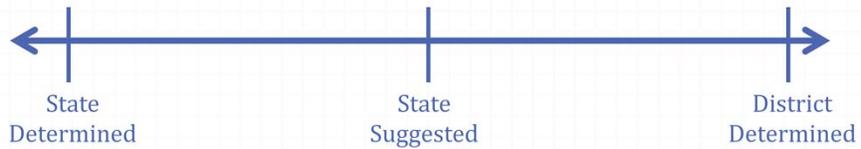
SLO/SOO Characteristics

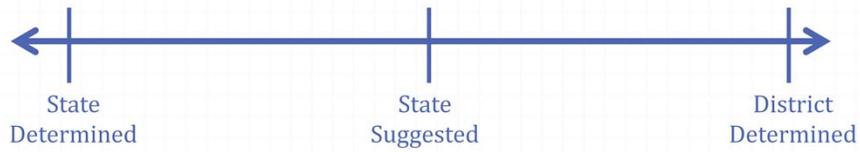
The SLO/SOO process “respects the **diversity** of all grades, subjects, and courses; ... utilize[s] the assessment processes educators think are best for their specific purposes; ... mirrors a teachers planning, instruction, and assessment cycle;” and provides a **consistent, rigorous framework** for a variety of educators. (Quotation from the Rhode Island Department of Education)

Not yet finalized by the Oklahoma State Board of Education

District Involvement

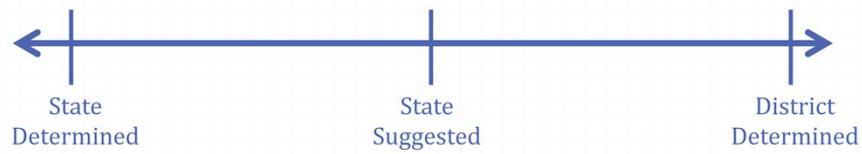
- ◆ In some states, SLO/SOO guidelines are provided by the State Department of Education, but districts are responsible for finalizing detailed policies and implementing the procedures.
- ◆ In most cases, states provide professional development on the SLO/SOO Structure and assist districts in locating assessment resources if needed.





◆ Rhode Island Example

- ◆ Specific State Guidance to Districts
- ◆ “Educators can work individually or in teams to develop sets of Student Learning Objectives relevant to specific grade levels, courses, schools, and/or district-wide priorities. All teachers of the same course in the same school should use the same set of objectives, although specific targets should vary if student starting points differ substantially among classes or groups of students.”



◆ Colorado Example

- ◆ Limited State Requirements for Districts
- ◆ Abundance of Guidance with Significant Support
- ◆ CDE Resource Bank includes Assessments and Assessment Review Tools

CONTENT KNOWLEDGE KEYWORD(S)

CONTENT AREA

- Career & Technical Education
- Comprehensive Health
- Dance
- Drama
- Math
- Music
- Physical Education
- Reading, Writing, and Communicating

CAREER AND TECHNICAL EDUCATION

EDUCATION

<Any>

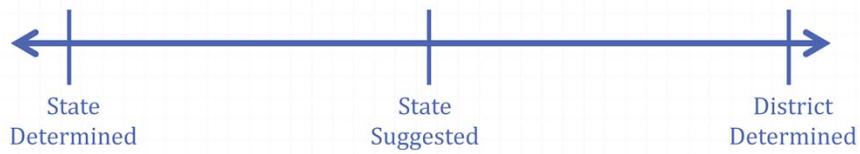
GRADE LEVEL

- Pre-K K 1
- 2 3 4
- 5 6 7
- 8 9 10
- 11 12
- World Languages Novice-Low
- World Languages Novice-Mid
- World Languages Novice-High
- World Languages Inter-Low
- World Languages Inter-Mid
- Teachers

Assessments

To effectively understand why assessments are recommended or partially recommended and the process used to determine this, please review [Determining High-Quality Content Assessment](#) and the [Assessment Review Tool](#). Not all Colorado Academic standards have recommended assessments. To find what assessments were reviewed and where the gaps are in each content area, go to the Documents tab and select the Document Type you want (i.e., Assessment Inventories or Gap Reports).

Title	Grade Level	Content Area	Level of Recommendation	Status
Auralia	4, 5, 6, 7, 8, 9, 10, 11, 12	Music	Recommended	Published
Musition 4 software	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Music	Recommended	Published
National Writing Project	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Reading, Writing, and Communicating	Recommended	Published
Reading & Writing Grade 6 CCSS Performance Assessment	6	Reading, Writing, and Communicating	Recommended	Published
Ultimate Frisbee (from PE Metrics)	6, 7, 8, 9, 10, 11, 12	Physical Education	Recommended	Published
Density	6	Science	Recommended	Published



◆ Charlotte-Mecklenburg Example

- ◆ Created common assessments for most grades/courses that were administered to every student in the district enrolled in one of those grades/courses
- ◆ Some courses' assessments (e.g., Physical Education and Fine Arts) include performance tasks that are scored by teams of teachers across the district for consistency

2014 Next Steps: Quarterly Milestones

The when...

Quarter 1

Jan-
March

- SAG/VAM finalized
- SAG/NTGS finalized
- TLE Dashboard finalized
- Roster Verification Training

Quarter 2

April-
June

- SAG/VAM and SAG/NTGS Training
- Mandatory Roster Verification Pilot begins
- 2013-14 Qual Upload

Quarter 3

July-
Sept

- More SAG/VAM and SAG/NTGS Training
- 2013-14 SAG/VAM results available (35%) - Could be Quarter 4
- 2013-14 OAM Worksheets finalized & uploaded (15%)
- 2014-15 Qual Evaluations begin (50%)
- 2014-15 OAM Worksheets begin for 2015-16 SY
- 2014-2015 SAG/NTGS data collections begin for 2015-2016 SY
- TLE Dashboard opens (Ed-Fi pilot districts)

50% Quant
known in fall

Quarter 4

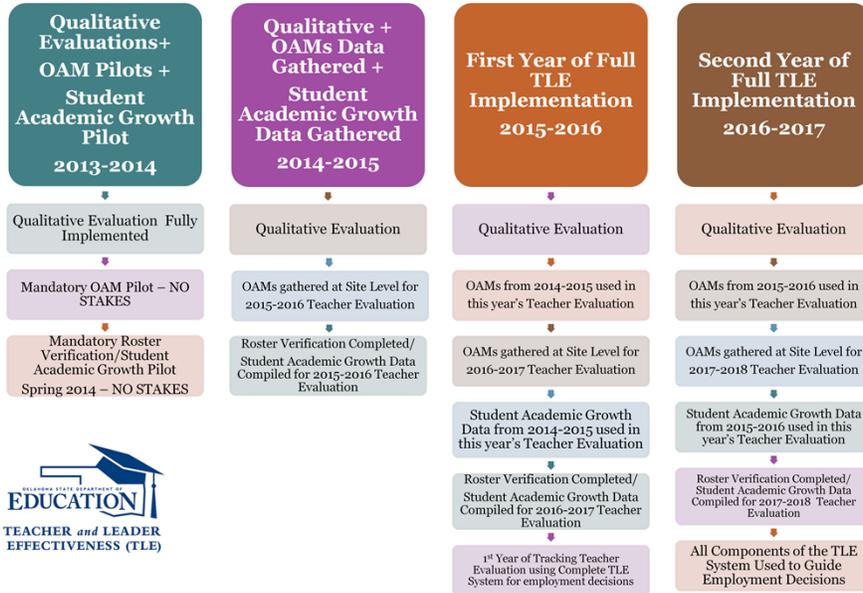
Oct-
Dec

- Qualitative evaluations continue
- OAM process continues
- SAG/NTGS process continues

Full Implementation: SB 426 Timeline

The how...

Implementation Timeline



Full Implementation of TLE 2015-2016



TLE Resources/Contact Persons

The who...

TLE Web Page <http://ok.gov/sde/tle>

Home Print Share

OK.GOV Search Site GO

OKLAHOMA
STATE DEPARTMENT OF EDUCATION
STATE SUPERINTENDENT JANET BARRESI

OKLAHOMA
Directory of Schools
OKLAHOMA STATE DEPARTMENT OF EDUCATION

2

About Services News & Blogs Resources

Home / Teacher and Leader Effectiveness (TLE)

Teacher and Leader Effectiveness (TLE)

Welcome to Teacher and Leader Effectiveness

TLE oversees Oklahoma's new teacher/leader evaluation system that is used to inform instruction, create professional development opportunities, and improve both the practice and art of teaching and leading.

TLE News/ Events/Updates

- TLE Theory of Action Brochure
- OAM Sample Worksheet List - Editable (doc)
- Senate Bill 426
- 9-6-13 Videoconference: Updated OAM & Roster Verification Video
- 9-6-13 Videoconference Handout/Powerpoint

On-line Resources

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TLE oversees Oklahoma's new teacher/leader evaluation system that is used to inform instruction, create professional development opportunities, and improve both the practice and art of teaching and leading.

Topics

TLE Training

Informative/educational videos and resources for educators and stakeholders.

Roster Verification

Student/teacher linkage training and communication.

Quantitative Components

Everything you need to know about the quantitative portion of the TLE including Other Academic Measures and Value Added Measures.

Qualitative Components

Everything you need to know about the qualitative portion of the TLE including approved qualitative frameworks and guiding documents.

OAM Sample Worksheet Resource

Example worksheets to assist teachers and leaders each fall when they choose their Other Academic Measure.

TLE Newsletters

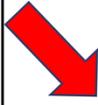
Get the latest news from the Teacher and Leader Effectiveness office

Research and Resources

Find the research analysis that supports the TLE system and resources to help implement it

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- [9-6-13 Videoconference Handout/Powerpoint](#)
- [TLE OAM e-Brochure](#)
- [TLE OAM Sample Form Worksheet](#)
- [TLE Webpage Resources Brochure](#)
- [InTASC Crosswalk Evaluation System](#)
- [TLE Implementation Timeline for Districts](#)
- [Tulsa Model and McREL Training Schedules for 2013](#)



Subscribe to TLE e-Newsletter

 Trainings for Safe Schools and Bullying Prevention Act - Tulsa, January 17

 AVID Program Overview WebEx Presentation

 Oklahoma Academic Scholars Program: An Honor for Outstanding Achievement of Graduating Seniors

 Superintendent Barresi praises two Oklahoma teachers awarded national honor for science instruction

 OKTOY Blog: And So We Begin...

Messages from the Superintendent



Regular video message 8-19-2013
by Oklahoma State Dept. of Ed

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TLE Monthly Newsletter



Roster Verification Coming Soon!



In order to successfully collect data for the 35% quantitative portion of TLE, teachers will utilize a process called Roster Verification to properly link themselves to the students they teach.

Why is Roster Verification important? This process is important because no one is more knowledgeable about a teacher's academic responsibility than the teacher of that classroom! Rightfully so, teachers should have the opportunity to identify factors that affect their value-added results (e.g., student mobility and shared-teaching assignments).

2013 December Newsletter



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- [Roster Verification Coming Soon!](#)
- [TLE Question of the Month:](#)
- [TLE Spotlight School of the Month: Celogah-Talala Public Schools](#)
- [Participate in a TLE Presentation Near You!](#)

Upcoming Events:

Contact Information

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Did we meet our goals to...?

1. Understand the Theory of Action
2. Review the components of TLE System
3. Plan for next steps in 2014
4. Connect milestones to big picture
5. Access all available resources



Questions?