

**Minutes of the Meeting of the
TEACHER AND LEADER EFFECTIVENESS COMMISSION
OLIVER HODGE EDUCATION BUILDING
2500 NORTH LINCOLN BOULEVARD, ROOM 1-20
OKLAHOMA CITY, OKLAHOMA**

December 11, 2012

The Teacher and Leader Effectiveness Commission met in regular session at 1:25 p.m. on Tuesday, December 11, 2012, in the Board Room of the Oliver Hodge Education Building at 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma. The final agenda was posted at 1:00 p.m. on Monday, December 10, 2012.

The following were present:

Ms. Laura McGee, Executive Director, Teacher and Leader Effectiveness,
Oklahoma State Department of Education
Ms. Kerri White, Assistant State Superintendent, Educational Support, Oklahoma
State Department of Education
Ms. Connie Holland, Chief Executive Secretary, State Board of Education

Members of the Teacher and Leader Effectiveness Commission present:

Mr. Ed Allen, American Federation of Teachers (arrived at 2:15 p.m.)
Dr. Keith Ballard, Superintendent, Tulsa Public Schools
Dr. Janet Barresi, State Superintendent of Public Instruction, Chair
Senator John Ford, State Senate
Ms. Susan Harris, Tulsa Chamber of Commerce
Ms. Anna King, President, Oklahoma PTA
Ms. Renee Launey-Rodolf, Oklahoma Commission for Teacher Preparation
Dr. Jeff Mills, Executive Director, Oklahoma State School Boards Association
Ms. Alicia Priest, Oklahoma Education Association
Ms. Ginger Tinney, Professional Oklahoma Educators

Members of the Teacher and Leader Effectiveness Commission absent:

Dr. Phil Berkenbile, State Director, Department of Career and Technology Education
Dr. Don Betz, President, University of Central Oklahoma
Representative Ed Cannaday, House of Representatives
Ms. Phyllis Hudecki, Secretary of Education
Mr. Ben Robinson, Brig General USAF (R), Owner/President, SentryOne LLC
Mr. Robert Ross, President/CEO, INASMUCH Foundation
Representative Earl Sears, House of Representatives

Others in attendance are shown as attachment C.

**CALL TO ORDER
AND
ROLL CALL**

Superintendent Barresi called the Teacher and Leader Effectiveness Commission meeting to order at 1:25 p.m. and welcomed everyone to the meeting. Ms. Holland called the roll and ascertained there was a quorum.

OPENING COMMENTS

Superintendent Barresi – Thank you everyone for being here today. We are grateful for the work of all the educators that were part of the teacher working groups. The discussion was robust, participation fantastic, and the quality of ideas was great. I appreciate everyone's participation and think it will add to the quality of the recommendations this Commission will send forward to the State Board of Education.

**MINUTES OF THE OCTOBER 17, 2012 TEACHER AND LEADER
EFFECTIVENESS COMMISSION MEETING APPROVED**

Susan Harris made a motion to approve the minutes of the October 17, 2012, Teacher and Leader Effectiveness Commission meeting. Renee Launey-Rodolf seconded the motion. The motion carried with the following votes: Keith Ballard, yes; Superintendent Barresi, yes; Senator Ford, yes; Susan Harris, yes; Anna King, yes; Renee Launey-Rodolf, yes; Jeff Mills, yes; Alicia Priest, yes; and Ginger Tinney, yes.

Superintendent Barresi – I would like to introduce Ms. Laura McGee, who is the new Executive Director of the Teacher and Leader Effectiveness office. Laura has a Bachelor of Science degree in Elementary Education from Oklahoma Baptist University, with a middle school certification endorsement in Spanish and language arts, and a teaching history that includes the Edmond Public Schools and Texas. She has been well trained in professional learning communities and has a background that prepares her for the type of work she will be doing with the Commission. Laura has a Master's degree in educational leadership from the University of Central Oklahoma. She began working at the Department as Assistant Director of C³ Schools.

Laura McGee – Thank you Superintendent Barresi. Thank you to the TLE Commission for taking time out of your schedules to be here today. We appreciate your hard work and are especially grateful for a quorum today. Please consider encouraging your colleagues to attend Commission meetings so we can continue to make decisions that are on a tight timeline moving forward in making important quality decisions about the quantitative measures that will be used in Oklahoma to ensure teachers are effective. I come to this position almost straight out of the classroom and I am very aware of the demands placed on teachers today and am supportive of our efforts to ensure a quality education for the students in Oklahoma as we reach forward to build our capacity and become a leader in the nation.

OTHER ACADEMIC MEASURES APPROVED

Kerri White, Assistant State Superintendent, Educational Support - I want to start by reminding you of the recommendations voted on at the last Commission meeting, which became the framework under which our working group operated.

The Commission first voted on permanent recommendations 6a and 6b, which are the definition of Other Academic Measures and permanent recommendations 7a and 7b:

Permanent Recommendation #6a

Other Academic Measures are additional alternative instruments ensuring a robust teacher evaluation, capturing unique facets of effective teaching, and reflecting student academic performance impacted by the teacher.

Permanent Recommendation #6b

Other Academic Measures are additional alternative instruments ensuring a robust leader evaluation, capturing unique facets of effective leadership, and reflecting student academic performance impacted by the leader.

Permanent Recommendation #7a

The TLE Commission recommends that the teacher make the annual selection of the Other Academic Measure from a list approved by the Oklahoma State Board of Education that has also been approved by the local board of education so that each teacher has at least two options that are grade level appropriate.

Permanent Recommendation #7b

The TLE Commission recommends that the leader make the annual selection of the Other Academic Measure from a list approved by the Oklahoma State Board of Education that has also been approved by the local board of education so that each leader has at least two options that are grade level appropriate.

That was the foundation for all the work the working group did. Four Commission members were part of the working group. The working group met on November 7, November 13, and November 29, 2012. The group included 50 volunteers. Rural, urban, and suburban school districts from across the state were represented. Elementary teachers, middle school, high school teachers, building and district level administrators, a human resources director, curriculum specialists and representatives from CareerTech and postsecondary were part of the working group.

Some topics discussed included improvement versus achievement, whether the other academic measures are measuring student performance or teacher performance, how to grasp this concept and make it a manageable concept, including nontraditional teachers, and how does a teacher and leader choose an other academic measure and after they have made a choice can they change and pick another. In the case of the 35 percent quantitative measure the group discussed if it is possible for someone to use the same thing for their 35 percent as their 15 percent, using multiple other academic measures, and who will set the expectation. These were the major topics of conversation leading into the suggested policy pieces.

Alicia Priest – It was very interesting to go through the process. It was a complex with thought provoking conversation.

Anna King – It was interesting to sit at the table and hear the teachers' point of view and the administrators' point of view. It was a great experience to get their input.

Kerri White – Reviewed the suggestions and work of the TLE working group #1 regarding other academic measures. The working group believes that much of the implementation process for the other academic measures can be determined at the district level.

Minutes of the Meeting of the
Teacher and Leader Effectiveness Commission
December 11, 2012

The working group believes there are four pieces that must be in place in a district other than the academic measure policy.

Senator Ford – What if the State Board adopts something that is opposed to what the Commission recommends.

Kerri White – The suggestions of the working group are not necessarily what would be adopted by the Commission or by the State Board to become the actual policy.

Commission members reviewed and discussed the suggestions of the working group regarding other academic measures, considered the suggestions of the working group, and drafted recommendations to be presented to the State Board.

Susan Harris made a motion to approve other academic measures draft recommendations #8, 9, 10, and 11. Alicia Priest seconded the motion.

Ginger Tinney – The working group has asked for time and I think we should take that to heart. They are saying it is too rushed.

Kerri White – If the timeline for the other academic measures is not delayed more than one year as requested, districts will be gathering data from the 2013-1014 school year, these 2013-2014 results would be available during the summer, then be included in the teacher's 2014-2015 evaluation.

Superintendent Barresi – We need districts to write their guidelines. If a district wanted to run a pilot next year that would be fine, but it would not be for performance.

Ed Allen – Has the Commission discussed using a partial evaluation?

Kerri White – There was some conversation around delaying the quantitative piece and how that would work.

Laura McGee – Many districts are piloting the program during the 2012-13 school year. Next year (2013-2014) will be full implementation of either the Tulsa or the Marzano model. Under the proposed timeline, there is a year lag between the data that can be gathered and the data that can be used for evaluations. During the 2012-2013 year, the Commission will approve other academic measures, those will be approved by the State Board of Education, and then districts will begin to design their plan based on those recommendations and full implementation would start next year. Data points would be available in the spring to summer of 2014. Those measures would be used during the 2014-2015 school year as part of the evaluation.

We are hoping to have a roster verification process this spring and summer and in 2013-2014, we would begin collecting data for the purpose of value added calculations as part of the 2014-2015 school year. This timeline is realistic if the Commission will vote, move, and take action. In 2014-2015, there would be a qualitative evaluation, which is 50 percent of the TLE, take the other academic measures and value added data from 2013-2014 and that gives a complete TLE in 2014-2015.

Senator Ford – This timeline would mean delaying current legislation by one year?

Laura McGee – That is correct. We are already delaying one year to give ample time to do the important work of the value added calculations and the other academic measures.

Minutes of the Meeting of the
Teacher and Leader Effectiveness Commission
December 11, 2012

According to the timeline, the first full year of TLE implementation would be 2014-2015 and the second year would be 2015-2016, and at that point, principals could use the information from evaluations to make employment decisions.

Susan Harris – It is a rolling three year average.

Keith Ballard – Where are schools with value added? There are only 20 doing it right now.

Laura McGee – That is true. The amount of professional development and resources needed are intensive, but we believe it is important to have the entire TLE in place by this timeframe.

Senator Ford – The value added is the 35 percentage points?

Laura McGee – Yes.

Ginger Tinney – Teachers are so frustrated right now.

Susan Harris – We have to take the time to do it right. Can we do it in this timeframe and will the legislature give extra time?

Laura McGee – That is the concern we are working under right now because they are already giving an extra year.

Senator Ford – I fully anticipate the legislature will delay until 2014-2015.

Keith Ballard – Value added has to be patiently implemented over time so the administrators and evaluators understand it and then the teachers understand. How many schools are doing value added right now?

Kerri White – I am aware of 25 districts, counting Tulsa, using value added. I do not know the percentage of students involved.

Keith Ballard – I would not want to see Tulsa precluded from carrying ours out because we are ready. It took three years to get to that point. Tulsa will be ready for the first full year of TLE implementation if we can figure out the other 15 percent.

Laura McGee – I do agree from the aspect of we are going to need to work very diligently.

Superintendent Barresi – We are aware of that and to delay this another year will undermine public confidence. I believe gathering data in 2013-2014 is doable. Intensive training will be needed and we have already begun to organize around that training. I do not think it is unreasonable to delay for a year, but a year beyond that is a bridge too far.

Susan Harris – If we begin collecting data next year, I hope there has been significant effort into what the true cost will be. The legislature needs to fully fund if they want this done and those funds do not need to come out of existing funding.

Minutes of the Meeting of the
Teacher and Leader Effectiveness Commission
December 11, 2012

Superintendent Barresi – That has been discussed and a good deal is reflected in the SDE FY2014 budget request. There will be an RFP for the value added data contract and DCS will award the contract.

Kerri White – The plan is to share the data on what covariants have impacted student achievement in Oklahoma, with the Commission right after the first of the year. When the data from the roster verification is collected this spring and state assessments are completed, we plan to do a "dry run" of the value added and make that data available next school year.

Alicia Priest – You think we can get the non-tested subjects set up and everything going by 2015-2016?

Kerri White – I am not saying it will be easy.

Alicia Priest – I want it to be good and I want professional development. The SDE did not give any funding for training of teachers for TLE for the evaluation we are doing right now. Some teachers have not had more than a peek of the rubric.

Superintendent Barresi – Our instruction to districts was we provided the training to superintendents and principals with carryover money from reorganization of the SDE and they should provide training to their teachers.

Alicia Priest – All of that takes time. We are adding more to what districts are being required to do. Have we factored in the cost of training the leaders and then the teachers? Teachers are affecting student achievement and we have totally negated the necessity of training teachers.

Superintendent Barresi – We have allocated this money specifically to go to districts for professional development of teachers this year and will continue to request for at least the same amount if not more in following years. The Commission sunsets in 2016.

Kerri White – We would like to have the professional development for teachers available in a variety of formats.

Alicia Priest – Research shows that it takes between 40 and 80 hours of professional development to implement quality change and through processes we have seen for teachers through TLE that has not occurred.

Ginger Tinney – I am worried about the finance part too.

Laura McGee – Today we can move forward with the working group's information and move forward on the draft recommendations.

Superintendent Barresi – It is important we get that work moving forward and presented to the State Board. We can continue in these discussions.

Kerri White – It was my understanding that the consensus of the working group was the direction to take for the other academic measures within the framework of the law.

Lynn Stockley, Tulsa Classroom Teacher Association – I think I can fairly say that nobody objected in the working group by saying what we really want to have happen is another year of doing nothing but the qualitative part of the evaluation. For everybody except Tulsa, it is

brand new this year and most districts feel overwhelmed by what they are doing right now. Districts have requested another year so they do not have to flesh through the other issues. The problem with the recommended timeline, even though it gives one more year, means we have to start now talking about the other 15 percent. Everyone in the working group wants one more year to concentrate on just what we are doing this year, and then address how the 15 percent would affect and would give time to figure out the other 35 percent.

Superintendent Barresi – The motion on the table is the draft recommendations.

Kerri White – Recommendation 8 is approving the list as amended, Recommendation 9 is what district policies must include, Recommendation 10 is suggestions to districts to give them guidance as they are establishing their policies, and Recommendation 11 is recommended procedures for evaluation processes.

The conversation we have had with the State Board of Education, to date, has been around the concerns of the Commission and educators across the state concerning implementation. We have been discussing a one-year delay on the quantitative pieces. We have not yet mentioned a two-year delay because that had not come up until today and that suggestion can be shared with the State Board of Education. It would be appropriate for the Commission to have some conversation and recommendation before going to the legislature.

The motion carried with the following votes: Ed Allen, yes; Keith Ballard, yes; Superintendent Barresi, yes; Senator Ford, yes; Susan Harris, yes; Anna King, yes; Renee Launey-Rodolf, yes; Jeff Mills, yes; Alicia Priest, yes; and Ginger Tinney, yes. (Recommendation 8 – Attachment A; Recommendations 9, 10, and 11- Attachment B)

UPDATE ON ROSTER VERIFICATION

Kerri White – We have had conversations with an organization that is possibly going to be able to offer roster verification services for free. The professional development and storage of data would perhaps have some cost. Because there would be some cost associated, we would have to do an RFP. The intent is to do a 'dry run' pilot of roster verification this spring that would be for all educators.

SCHEDULED TLE COMMISSION MEETING DATES FOR 2013

Laura McGee – Presented to Commission members a list of proposed 2013 TLE Commission meeting dates.

Minutes of the Meeting of the
Teacher and Leader Effectiveness Commission
December 11, 2012

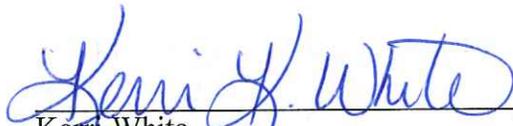
ADJOURNMENT

There being no further business the meeting adjourned at 3:45 p.m. Senator Ford made a motion to adjourn.

The next regular meeting of the Teacher and Leader Effectiveness Commission will be held on Tuesday, January 29, 2013, at 1:00 p.m. The meeting will convene at the State Department of Education, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma.



Janet Barresi, Chairperson of the Board



Kerri White
Assistant State Superintendent of
Educational Support

ATTACHMENT A

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 approved 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) • Oklahoma Core Curriculum Tests (OCCT) • Oklahoma Modified Alternate Assessment Program (OMAAP) • Oklahoma Alternate Assessment Program (OAAP) • PARCC Assessments (when available) 	<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.)	<ul style="list-style-type: none"> • School-wide VAM (All subjects) • School-wide VAM (Literacy and Numeracy) • School-wide VAM (Literacy) • School-wide VAM (Numeracy) • Individual VAM 	<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>

ATTACHMENT A

Category of Measure	Approved Measures	Examples of Possible 5-Tier Rating Scales
<p>"Off the Shelf" Assessments - Assessments commonly used throughout the state and/or nationally.</p>	<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 • NWEA MAP Tests • SAT/PSAT • Star Reading/Star Math • Test of English as a Foreign Language (TOEFL) • 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>
<p>A-F Report Card Components</p>	<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>

ATTACHMENT A

Category of Measure	Approved Measures	Examples of Possible 5-Tier Rating Scales
Surveys	<ul style="list-style-type: none"> • Gallup Student Poll • Tripod Student Perception Survey 	<p>5 – 90% approval rating with 75% response rate</p> <p>4 – 80% approval rating with 75% response rate</p> <p>3 – 70% approval rating with 75% response rate or 80% approval rating with 50% response rate</p> <p>2 – 60% approval rating with 75% response rate or 70% approval rating with 50% response rate</p> <p>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 or OSSAA or similar organization) • Robotics Competitions • State Science Fair 	<p>5 – 1st or 2nd place in area competition</p> <p>4 – 3rd or 4th place in area competition</p> <p>3 – 1st or 2nd place in regional competition</p> <p>2 – Invitation to regional competition</p> <p>1 – No invitation to regional competition</p> <p>5 – 20% increase in students who qualify to compete</p> <p>4 – 15% increase in students who qualify to compete</p> <p>3 – 10% increase in students who qualify to compete</p> <p>2 – 5% increase in students who qualify to compete</p> <p>1 – less than 5% increase in students who qualify to compete</p>

ATTACHMENT A

Category of Measure	Approved Measures	Examples of Possible 5-Tier Rating Scales
Miscellaneous	<ul style="list-style-type: none"> • IEP Goal Attainment • Linguifolio • 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</p> <p>4 – 90% of Students Meeting All IEP Goals</p> <p>3 – 80% of Students Meeting All IEP Goals</p> <p>2 – 70% of Students Meeting All IEP Goals</p> <p>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 for these measures.</p>

Recommendation #8

Approve the Other Academic Measures List (See Attachment A)

Recommendation #9

District OAM policies must:

1. Follow the guidelines adopted by the Oklahoma State Board of Education based on recommendations of the TLE Commission.
2. Only allow for use of OAMs that meet the definition adopted by the Oklahoma State Board of Education based on recommendations of the TLE Commission.
3. Require teachers and leaders to select an OAM that is relevant to the job duties of those educators and can provide actionable feedback.
4. If there are at least two options of OAMs listed on the Approved Other Academic Measures List that are relevant to the job duties of a teacher or leader, that educator must select one of the options on the list. If there are not at least two options of OAMs listed on the Approved Other Academic Measures List that are relevant to the job duties of a teacher or leader, the local school board must provide at least two relevant options that meet the definition of Other Academic Measure adopted by the Oklahoma State Board of Education.
5. Create an OAM evaluation rating for each teacher and each leader on a 5-point scale, where 5 is Superior, 4 is Highly Effective, 3 is Effective, 2 is Needs Improvement, and 1 is Ineffective.

Recommendation #10

The following suggestions are provided to give guidance to districts in the establishment of policies related to OAMs:

1. Districts may consult with a consortium of districts (such as their local REAC³H Network) or regional committees to provide consistency from district to district on the development and implementation of local OAM policies.
2. District OAM evaluation policies should consider the following:
 - a. Determining timelines and processes for selection of OAMs, end of year scoring of OAMs, and inclusion of OAM results into the final evaluation score. (Recommended procedures for this component are provided as Recommendation #11. Some of the language used throughout this section is based on the recommended procedures and may not be relevant to all district OAM policies.)
 - b. Offering as many OAM choices as possible to teachers and leaders, ensuring that no fewer than two appropriate options are available for each teacher or leader. (For teachers and leaders of multiple subjects and/or multiple grade levels, a total of at least two OAM options must be available. It is not the intent of the TLE Commission that teachers and leaders have at least two options available for *each* subject and/or grade level taught. Nor is it the intent of the TLE Commission that teachers and leaders of multiple subjects and/or multiple grades would be *required* to select an OAM for each subject or grade taught.)

- c. Determining whether a teacher or leader may select more than one OAM. If a district policy allows for more than one OAM, the policy will also need to include how the multiple measures will result in an OAM evaluation rating of 1-5. It is suggested that no more than two OAMs be chosen in a given year by a teacher or leader, and that if two are chosen that the scores attained be averaged together.
- d. Allowing those teachers who receive an individual Value Added Model (VAM) score because they teach in a grade and subject that has state tests used for calculating individual VAM scores to substitute their VAM score (on a 5-point scale) for the OAM if they choose.
- e. Establishing a process for teachers and leaders to collaboratively develop SMART goals and 5-point rating scales with peers.
- f. Establishing a mediation process in the cases where teachers or leaders and their respective evaluators cannot agree on a SMART goal or 5-point rating scale.
- g. Providing processes for teachers or leaders who encounter extenuating circumstances (such as extended illness, acceptance of a student teacher, natural disaster, flu epidemic, or those situations that materially impact the achievement of the teacher or leader's students) after initial agreement of SMART goals and 5-point rating scales. This process might include development of a high quality reflective analysis of their student performance and factors that contributed to the teacher or leader's inability to reach expected targets.

Recommendation #11

Recommended Procedures for Evaluation Processes Discussed in Recommendation #9, Section 2.a

1. During the first nine weeks of school, each teacher and each leader shall do each of the following:
 - a. Determine an academic area of focus for the teacher or leader's students that will guide the OAM for the teacher or leader.
 - b. Administer a pre-assessment or locate data that can be used as a pre-assessment of the academic area of focus.
 - c. Select an OAM that will be used to measure the performance of the academic area of focus at the end of the year (or after instruction for the academic area of focus is complete). See "Approved Other Academic Measures List."
 - d. Establish a SMART goal for the academic area of focus as measured by the OAM. SMART goals are Specific, Measurable, Attainable and Ambitious, Results-driven, and Time-bound. SMART goals should be established based on pre-assessment data.
 - e. Establish a 5-point rating scale for the SMART goal, where 5 is Superior, 4 is Highly Effective, 3 is Effective, 2 is Needs Improvement, and 1 is Ineffective.
 - f. By way of signature, receive agreement from the evaluator on the SMART goal and 5-point rating scale. Additional consultation may be necessary in order to reach agreement.

2. At the end of the school year (or after instruction for the academic area of focus is complete), all teachers and leaders shall consult with their respective evaluators to determine if the SMART goal was reached and what score will be assigned based on the previously agreed upon 5-point rating scale for the OAM. Documentation of student performance should be provided.
3. Because the results of many OAMs are unavailable until after evaluations must be completed for re-employment decisions, OAM results will be calculated as 15% of teacher and leader evaluations during the year following their attainment.

Examples of Terms and Processes Described in Section 1.a through 1.f

- a. Examples of “academic areas of focus” include but are not limited to:
 - Mathematical problem solving skills.
 - Reading on grade level.
 - Reading sight-music fluently.
 - Understanding verb conjugation in world languages.
- b. Examples of “pre-assessments of the academic area of focus” include but are not limited to:
 - Fourth grade state math test scores of current fifth grade students
 - Student results from reading screener administered in the first weeks of school
 - Beginning of year benchmark (baseline) assessments
 - Selections from “Approved Other Academic Measures List”
- c. Examples of “Other Academic Measures” are provided in “Approved Other Academic Measures List.”
- d. Examples of “SMART goals for the academic area of focus” include but are not limited to:
 - All students below proficient on the state math test will improve scores by one performance level, and all students scoring proficient or advanced will remain above proficient or improve by one performance level.
 - 95% of students will reach grade level on the state reading test.
 - Scores of a 3, 4, or 5 on the U.S. History Advanced Placement exam will increase by 20%.
 - Students will earn the highest score possible on site-reading at contest from at least one judge.
- e. Examples of “5-point rating scales for the SMART goals” include but are not limited to:
 - SMART goal: 95% of students will reach grade level on the state reading test, as measured by Proficient and Advanced scores.
 - 5 – 100% of students score Proficient or Advanced
 - 4 – 95% of students score Proficient or Advanced
 - 3 – 90% of students score Proficient or Advanced
 - 2 – 75% of students score Proficient or Advanced
 - 1 – less than 75% of students score Proficient or Advanced
 - SMART goal: 15% more students will pass the _____ (off the shelf assessment) for eighth grade this year than passed the same assessment for seventh grade last year.
 - 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

Oklahoma Teacher and Leader Effectiveness Commission
 Oliver Hodge Education Building, Oklahoma City, Oklahoma
 December 11, 2012

Attendee (PLEASE PRINT)	Organization
Tara Fair	Edmond Public Schools
Penny Gooch	Edmond Public Schools
Jacey Brown	Mid-Del Public Schools
Eric Winkle	Putnam City Public Schools
Michael BARLOW	BARLOW EDUCATION MGT. SVS.
Leta Odum	OEA
Laura McGee	OSDE
Christie Southern	eCapitol
Vickie Williams	CCOSA
Jayne Huggeman	SOTC
DAVID BOWEN	SOTC
Jeanie McDaniel	HO 78
April Grace	Putnam City Public Schools
Lee Mairry	USI
Alicia Currin-Moore	OKCPS
Anna King	
Jack Herrod	POE
Goldie Thompson	OSRHE

