

**TEACHER
EVALUATION AND
PROFESSIONALISM IN
OKLAHOMA
PUBLIC SCHOOLS**

PART 1:

Standards of Conduct for Teachers

The Three Principles Of Teacher Conduct

Principle I:

Commitment to Students

- A) Strive to help each student realize his or her potential as a worthy and effective member of society.
- B) In fulfillment of the obligation, the teacher:
- 1) Shall **not unreasonably restrain** the student from independent action in the pursuit of learning,
 - 2) Shall **not unreasonably deny** the student access to varying points of view,
 - 3) Shall **not deliberately suppress or distort** subject matter relevant to the student's progress
 - 4) Shall **make reasonable effort** to protect student from conditions harmful to learning or to health safety,
 - 5) Shall **not intentionally expose** the student to embarrassment or disparagement,
 - 6) Shall **not** on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly
 - a. **Exclude any student from participation in any program**
 - b. **Deny benefits to any students; or**
 - c. **Grant any advantage to any student**
 - 7) Shall **not** use professional relationships with students for private advantage,
 - 8) Shall **not disclose information** about students obtained in the course of professional service ***unless*** disclosure serves a compelling professional purpose & is permitted by law or is required by law.

Principle II: Commitment to the Profession

- A) The teaching profession is vested by the public with a trust & responsibility requiring the highest ideals of professional service.
- B) In order to assure that the quality of the services of the teaching profession meets the expectations of the State & its citizens, the teacher will exert every effort to raise professional standards, fulfill professional responsibilities with honor & integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, & assist in preventing the practice of the profession by unqualified persons.
- C) In fulfillment of the obligation to the student, the teacher:
- 1) Shall **not**, in an application for a professional position, **deliberately make a false statement** or fail to disclose a material fact related to competency & qualifications;
 - 2) Shall **not misrepresent** his/her professional qualifications;
 - 3) Shall **not** assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;
 - 4) Shall **not knowingly make a false statement** concerning the qualifications of a candidate for a professional position;
 - 5) Shall **not** assist an unqualified person in the unauthorized practice of the profession;
 - 6) Shall **not** disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law;
 - 7) Shall **not** knowingly make false or malicious statements about a colleague; and
 - 8) Shall **not accept any gratuity, gift, or favor** that might impair or appear to influence professional decisions or actions.

Principle III

A career teacher may be dismissed or not reemployed for:

1. **Willful neglect of duty;**
2. **Repeated negligence in performance of duty;**
3. **Mental or physical abuse to a child;**
4. **Incompetency**
5. **Instructional ineffectiveness;**
6. **Unsatisfactory teaching performance; or**
7. **Commission of an act or moral turpitude.**
8. **Abandonment of contract.**

B) A probationary teacher may be dismissed or not reemployed for cause.

C) A teacher shall be dismissed or not reemployed unless a presidential or gubernatorial pardon has been issued, if during the term of employment the teacher is convicted in this state, the United States, or another state of:

1. Any sex offense subject to the Sex Offender Registration Act in this state or subject to another state's or the federal sex offender registration provisions; or
2. Any felony offense.

D) A teacher may be dismissed, refused employment or not reemployed after finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the performance of school duties.

PART 2:

Teacher & Leader Effectiveness: Observation and Evaluation

**Improving Instruction
through Observation and
Discussion**

2018-2019

Teacher Evaluation

- ▶ Districts in Oklahoma began using the Tulsa model of the Teacher/Leader Effectiveness evaluation system as their official evaluation for teachers in the 2014-2015 school year.
- ▶ Although originally intended to be a combination of qualitative and quantitative information to establish a teacher's total evaluation score, quantitative measures have been “delayed” until finally removed from law in the summer of 2017.

2017-2018

TLE Law Changes

- ▶ Five-tier Rating System: Regardless of any additional rating terminology used in an evaluation framework implemented by a school district, a teacher's or leader's district evaluation rating shall be expressed as one of the following five ratings:
 - ▶ Superior,
 - ▶ Highly effective,
 - ▶ Effective,
 - ▶ Needs improvement, or
 - ▶ Ineffective.

Teacher Observation

In the TLE Evaluation System, a teacher's rating is based on the combined scores from a series of qualities.

- ◆ There are 5 DOMAINS:
 - ◆ Classroom Management (30%),
 - ◆ Instructional Effectiveness (50%),
 - ◆ Professional Growth & Continuous Improvement (10%),
 - ◆ Interpersonal Skills (5%), &
 - ◆ Leadership (5%).

Teacher Observation

- ◆ Within these DOMAINS are 20 DIMENSIONS:
 - ◆ Preparation, Discipline, Building-Wide Climate Responsibility, Lesson Plans, Assessment Practices, Student Relations;
 - ◆ Literacy, CC Standards, Involves All Learners, Explains Content, Explains Directions, Models, Monitors, Adjusts Based upon Monitoring, Establishes Closure, Student Achievement;
 - ◆ Uses Professional Growth as an Important Strategy, Exhibits Professional Behaviors & Efficiencies;
 - ◆ Effective Interactions/ Communicates with Stakeholders;, &
 - ◆ Leadership Involvements.

Teacher Evaluation in the TLE Model

- ◆ All teachers will be observed throughout the year.
- ◆ Career teachers will have a minimum of 2 Observations & 1 Evaluation per year.
- ◆ Probationary teachers will have a minimum of 4 Observations & 2 Evaluations per year. Two observations and one evaluation minimum will be performed each semester.
- ◆ *A career teacher whose most recent TLE evaluation rating was “Superior” or “Highly effective” must be evaluated at least once every 3 years.**

Teacher Evaluation in the TLE Model

◆ Only these DIMENSIONS are observable in the classroom: **Preparation, Discipline, Assessment Practices, Student Relations, Literacy, Involves All Learners, Explains Content, Explains Directions, Models, Monitors, Adjusts Based upon Monitoring, Establishes Closure, & Student Achievement**

◆ All other DIMENSIONS are observed outside the classroom visually, verbally, or through artifacts. It is the teachers responsibility to review the TLE Rubric and ask questions he/she may not understand about it.

New to the TLE Evaluation System:

- ◆ While quantitative measures have been deleted from the TLE evaluation system, districts can opt to include such measures in their district evaluations.
- ◆ For all districts, student performance, including performance on the statewide criterion-referenced tests, if available, shall be discussed with the teacher and may be one of the considerations for the teacher's district evaluation rating.
- ◆ For all consideration of quantitative measures used in a teacher's evaluation, districts will include a minimum of one reliable, research-based measure approved by the State Board of Education.

New to the TLE Evaluation System:

- ◆ Each teacher and his/her evaluator will collaborate to develop an annual professional growth goal for the teacher.
- ◆ **All teachers will participate in developing an annual professional learning focus (PL Focus), including teachers rated “Superior” or “Highly effective” who may be exempt from the teacher evaluation that year.**
- ◆ The PL Focus will be tailored to address a specific area or criteria identified through the qualitative components of the TLE, and will be evidence-based, research practices correlated with increased student achievement.

New to the TLE Evaluation System:

- ◆ All PL Focus goals will be supported by resources that are available and supplied by the school district and/or the State Department of Education.
- ◆ Teachers may, with approval of the evaluator and district, seek professional growth resources beyond those provided by the district and/or State Department of Education, but will not be required to do so.

**THESE PRINCIPLES
ARE MEANT AS A
GUIDE FOR YOUR
COMMITMENT TO
STUDENTS, THE
PROFESSION, AND
YOUR COLLEAGUES**