

## Attaining Career Status

Although TLE data collection and reporting were waived in March 2020, the school year is to be included as one of the four years of probationary status for educators. In order 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 consecutive complete school years in one district and has achieved a district evaluation score of *superior* for two of the three school years,
- b.) has completed four consecutive complete school years in one district 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.

## Return to Learn: The TLE 2020-21

- TLE Observations and Evaluations will be conducted during the 2020-2021 school year. The TLE Qualitative Report SY 2020-2021 data collection window will be open from May 3, 2021 through June 18, 2021. The TLE Qualitative Report will collect final qualitative evaluation scores as well as 2020-2021 Professional Learning (PL) Focus topics and completion status.
- Non-exempt career educators will have two observations and one evaluation for the school year.
- The probationary guidance provided in 2019-2020 suggesting that non-career status educators be observed once 1st nine weeks, once 2nd nine weeks and once 3rd nine weeks with a final evaluation conducted 4th nine weeks is considered best practice in providing support to probationary educators over the course of the school year. Due to Covid-19 restrictions, districts may choose to conduct one evaluation cycle consisting of two observations and one evaluation in the fall and another evaluation cycle in the spring. This option will relax the time constraints of the quarterly observations previously mentioned.
- The state-approved TLE rubrics will be used to observe and evaluate educators for the 2020-2021 school year. These rubrics can be utilized for either in-person or virtual instruction.
- Face-to-face, actionable feedback is provided by the evaluator following each observation and for the evaluation(s). This conference may be held in-person or virtually as needed due to district, state or national Covid-19 restrictions.
- TLE timelines remain in place. The observation conference with actionable feedback occurs within 5 instructional days (whether in-person or virtual) of the observation. There must be at least 10 instructional days between the observation conference and the next observation providing the time necessary for the educator to adjust instruction based on the feedback from the observation conference.
- Teacher and Leadership Development Advisory (formerly TLE Advisory) is in the process of developing a guidance to be used by evaluators and those being evaluated. This guidance will provide examples of evidence for each indicator/element that may be

seen in-person or in the virtual setting. The guidance will also recommend that during the required pre-observation conference the evaluator and the one being evaluated discuss the expectations of the evaluator in regards to the evaluation rubric. This guidance will be announced in the admin newsletter and made available on the TLE webpage upon completion.

- Those being evaluated continue to have the opportunity to upload evidence needed to support the evaluation. For instance, the evaluator may not observe the accommodations being made in alignment with a student's IEP, but evidence of the accommodation can be uploaded into the educator's portfolio to support the indicator/element.
- Evaluators should conduct classroom walkthroughs in both the on-site and virtual classrooms. Walkthroughs are not part of the formal evaluation; however, walkthroughs provide important information to evaluators concerning needed professional development and the culture and climate of the building.

## **Observation/Evaluation and Professional Learning (PL) Focus Frequently Asked Questions**

**Since districts are providing distance learning for the remainder of the 2019-2020 school year, what happens to open Professional Development Plans (PDPs)?** If sites/districts had active PDPs on the last day of face-to-face instruction in your district, each open PDP needs to be considered on a case-by-case basis. For instance, if the PDP was developed for lesson preparation, the evaluator may determine that the PDP is still needed and will choose to complete the set timeline. Since the PDP was developed and the timeline established before we moved to distance learning, the PDP document should be archived with the educator's other evaluation documentation.

**What happens if observations/evaluation and PL Focus were not completed by March 13, 2020?** Since districts moved to distance learning at the beginning of the fourth nine weeks, many observations/evaluations and PL Focus checkpoints will not be completed for the 2019-2020 school year. Since the TLE Qualitative Report data collection requirements were waived on March 25, 2020, observation/evaluations and PL Focus checkpoints will not continue for the 2019- 2020 school year. Please retain the observation/evaluation data that was collected earlier in the year for documentation purposes.

**How will new evaluation exemptions for career educators be determined for the 2020-2021 school year?** As established in House Bill 2957 (2016) districts have the option of exempting career educators from the qualitative portion of the evaluation for up to two years. In order for the educator to be eligible for exemption status, the educator must attain a score of 3.80 or higher on the district TLE evaluation and be of career status at the time of the evaluation. Since exemptions are determined by the overall score on the district evaluation, the annual evaluation cycle must have been completed by the last day of inperson instruction for the district. The evaluation cycle consists of the required number of observations, observation conferences, evaluation(s), evaluation conference(s) and PL Focus establishment and checkpoint(s).

**If a teacher was exempt from evaluation for the 2019-2020 school year, does the teacher now have an additional year of exemption since TLE data collection stopped in March?** In accordance with HB 2957 (2016), career teachers may be granted exemption from the qualitative portion of the TLE for up to two years. The 2019-2020 school was a complete year and would count as such in the exemption process timeline.

**Which evaluation models are considered TLE?** All of the evaluation models approved by the Oklahoma State Department of Education fit under the TLE umbrella. The models currently used in Oklahoma for evaluation are the Tulsa Model, McRel, Marzano Teacher and Marzano Leader frameworks.

**Should sites/districts archive Professional Learning (PL) Focus data?** The PL Focus is part of the evaluation and should be attached to each educator's final evaluation each school year; therefore, sites/districts should archive PL Focus documents the same way that the qualitative evaluation data is archived. Some districts choose to archive the evaluation data electronically and some choose paper copies.

**Are career educators who are exempt from observations for up to two years after scoring a 3.8 or higher on their overall district evaluation also exempt from the PL Focus?** No. The exemption option is only for the qualitative portion of the evaluation. All certified educators, with the exception of district superintendents, complete the PL Focus annually regardless of exemption status on the qualitative evaluation.

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