

Teacher and Leader Effectiveness Evaluation System for Teachers and Principals

Staff Evaluation Policy

All staff members are expected to perform well in relation to their responsibilities and job descriptions. Within the Altus Schools, the school district and the individual educator jointly accept the responsibility for the improvement efforts to educate the students in our district.

Evaluation Policy Statement

The true purpose of evaluation is the improvement of instruction; therefore, the Altus School System has adopted the Teacher and Leader Effectiveness (TLE) Tulsa Model for the teaching staff and the McRel Model for administrators evaluation which is used to determine areas of strengths and weaknesses and for employment decisions.

Evaluation Procedures

The following procedures for evaluation will be used:

1. The performance of all certified and support staff members will be evaluated. The superintendent will be evaluated by the Board of Education. Principals and nonadministrative staff will be evaluated by the Superintendent or his/her designee as provided by the law. Each evaluator will receive training as prescribed by the State Department of Education prior to conducting the evaluation. Teachers will be evaluated by certified administrators designated by the Altus Board of Education.
2. All teachers shall be evaluated in compliance with Oklahoma School Law and the Tulsa Model.

Evaluation Criteria for the Tulsa Model:

I. Classroom Management

- A. Teacher plans for delivery of the lesson relative to short-term and long-term objectives.
- B. Teacher clearly defines expected behavior.
- C. Teacher assures a contribution to building-wide positive climate responsibilities.
- D. Teacher develops daily lesson plans designed to achieve the identified objectives.
- E. Teacher utilizes assessments patterns that are fairly administered and based on identified criteria.
- F. Teacher optimizes the physical learning environment to assure student learning advantage in alignment with classroom management best practices.

II. Instructional Effectiveness

- A. Teacher embeds the components of literacy into all instructional content.
- B. Teacher understands and optimizes the delivery focus of Common Core state Standards and the expectations derived from same on student learning and achievement.
- C. Teacher uses questioning techniques and/or guided practices to involve all students in active learning.
- D. Teacher teaches the objectives through a variety of methods.
- E. Teacher gives directions that are clearly stated and relate to the learning objectives.
- F. Teacher demonstrates/models the desired skill or process.

- G. Teacher checks to determine if students are progressing toward stated objectives.
- H. Teacher changes instruction based on the results of monitoring.
- I. Teacher summarizes and fits into context what has been taught.
- J. Use of common/varied assessments, tracking of student progress, use of data from various assessments, recognition of student achievement, appropriately modifying assessments.

III. Professional Growth and Continuous Improvement

- A. Uses Professional Growth as a Continuous Improvement Strategy.
- B. Exhibits behaviors and efficiencies associated with professionalism.

IV. Interpersonal Skills

- A. Effective Interactions and Communications with Stakeholders.

V. Leadership

Tulsa Model Rubric used to evaluate:

- 1 Ineffective**
- 2 Needs Improvement**
- 3 Effective**
- 4 Highly Effective**
- 5 Superior**

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McREL's Principal Evaluation System

I. Principal Leadership Responsibilities Associated With Managing Change

- A. Change Agent: Is willing to and actively challenges the status quo.
- B. Flexibility: Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.
- C. Ideals and Beliefs: Communications and operates from strong ideals and beliefs about school and schooling.
- D. Intellectual Stimulation: Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture.
- E. Knowledge of Curriculum, Instruction, and Assessment: Is knowledgeable about the current curriculum, Instruction, and assessment practices.
- F. Monitor and Evaluate: Monitors the effectiveness of school practices and their Impact on student learning.
- G. Optimize: Inspires and leads new and challenging Innovations.

II. Principal Responsibilities Associated With Focus Of Leadership

- A. Contingent Rewards: Recognizes and rewards individual accomplishments.
- B. Discipline: Protects teachers from issues and influences that would

detract from their time or focus.

C. Focus: Establishes clear goals and keeps those goals in the forefront of the school's attention.

D. Involvement in Curriculum, Instruction, and Assessment: Is directly involved in helping teachers design curricular activities and address assessment and instructional issues.

E. Order: Establishes a set of standard operating procedures and routines.

F. Outreach: Is an advocate and spokesperson of the school to all stakeholders.

G. Resources: Provides teachers with material and professional development necessary for the execution of their jobs.

III. Principal Responsibilities Associated with Purposeful Community

A. Affirmation: Recognizes and celebrates school accomplishment and acknowledge failures.

B. Communication: Establishes strong lines of communication with teachers and among students.

C. Culture: Fosters shared beliefs and a sense of community and cooperation.

D. Input: Involves teachers in the design and implementation of important decisions.

E. Relationships: Demonstrates awareness of the personal aspects of teachers and staff.

F. Situational Awareness: Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems.

G. Visibility: Has quality contacts and interactions with teachers and students.

McRel's Model Rubric used to evaluate:

Developing

Proficient

Accomplished

Distinguished (Comment Required)

Not Demonstrated (Comment Required)