

MEMORANDUM

To: EPP Data Stewards, OACTE, OEQA
From: Teresa DeBacker, Ph.D.; Chair, Data Governance Committee
Date: February 26, 2018
Re: Teacher/Leader Evaluation (TLE) Data

Following is information about the contents of the data files that were recently shared with data stewards by the Oklahoma State Department of Education (OSDE) via the OEQA portal. These files contain TLE data from the 2016-17 academic year.

Excel File contents:

After the information about teacher/leader, evaluator, and school, the excel sheet has columns to hold up to 6 domain scores followed by up to 60 indicator scores.

For **teachers** evaluated with the Tulsa Model, there will be 5 domain scores and 20 indicator scores. For **teachers** evaluated with the Marzano Model, there will be space for 4 domain scores and 60 indicator scores, although data may be missing for some indicators or some domain scores.

For **leaders** evaluated with Marzano Leader there will be 5 domain scores and 29 indicators. For **leaders** evaluated with McREL Principal there will be 3 domain scores and 21 indicators.

Non-Classroom Professionals are evaluated using various assessments, so these data will need to be examined carefully.

Note that the data file may contain more than one entry (row of data) per person being evaluated. It appears that leaders and non-classroom professionals were evaluated only once in the 16-17 academic year. For teachers evaluated using the Tulsa model, it is common to see two entries, and some teachers have three or four. For teachers evaluated using the Marzano model, it is common to see one entry, and some teachers have two. At this time, we do not have evaluation dates, so we don't know the chronological order of multiple entries, nor do we know why some teachers were evaluated multiple times when others were not.

In the data file, NA indicates "not applicable" or "not observed", while NULL indicates missing data.

Domain Scores:

The domain scores are comprised of individual indicator scores; although, without access to the respective evaluation manuals, we are unable to determine which indicators go with which domains. It appears that, if there is at least one indicator score in a given domain, then the teacher or leader received a domain score in that domain.

More about Tulsa Teacher Observation and Evaluation Model scores:

Administrators using the Tulsa rubric evaluate teachers on all indicators for each round of assessment. Therefore, EPPs should see little missing data for teachers evaluated with this model and domain scores can be interpreted straightforwardly. Ratings are 1 – Ineffective, 2 – Needs Improvement, 3 – Effective, 4 – Highly Effective, 5 – Superior. Scores of 3, 4 and 5 indicate performance that meets expectations.

(continued)

More about Marzano Teacher scores:

Oklahoma is currently using the 4-domain, 60-indicator version of Marzano Teacher. This is a pre-2014 instrument, not to be confused with (a) the 2014 revision of Marzano (to bring it into alignment with Common Core) that includes 41 indicators under the same 4 domains or (b) the 2017 revision that resulted in the Marzano Focused Teacher Evaluation Model which includes 23 indicators under 3 domains. Ratings are 0 – Not Using, 1 – Beginning, 2 – Developing, 3 – Applying, 4 – Innovating. Scores of 3 and 4 indicate performance that meets expectations.

Administrators using the Marzano rubric do not evaluate all domains in each round of assessment. Districts are allowed to select which domains they choose to evaluate, and choices can vary from year to year. For example, one school chose to focus on 12 indicators out of the possible 60 for the 2016-17 academic year and chose a different set of indicators to focus on for the 2017-18 academic year. With this instrument being used in different ways by different districts, EPPs will need to look closely at their available indicator and domain data.

Also, it is important to note that about 50% of districts that used the 60-indicator Marzano model in 2016-17 have chosen to move to the new Focus Framework (described above) for the current academic year (2017-18). With the Focus Framework, districts continue to have the option of choosing their target indicators and domains. Bottom line, with all of the variability allowed with use of the Marzano model, EPP data will also show variability across districts and from year to year.

TLE data from 2015-16

To assist EPPs in gathering the required three applications of data for CAEP, OSDE is releasing TLE data from the 2015-16 academic year. These data will soon be made available on the OEQA portal, and EPP data stewards will be notified.

If you have questions or comments about the TLE data, or other data being shared with EPPs by OSDE via the OEQA portal, please contact okdatagovcouncil@gmail.com or Teresa DeBacker at (debacker@ou.edu).