

TULSA MODEL

A different teacher evaluation system was adopted because a new way of identifying and describing effective teaching was needed. We also needed to identify what was **not** working.

Common sense tells us that the more effective a teacher is, the more successful the students will be.

Once an evaluator begins, this evaluator will continue to be the one who does the evaluations. These evaluations will take the form of a walk through your classroom to a more formal sit- down and observe approach.

The Tulsa Model was tested by Oklahoma teachers, and it is research based.

It includes observations, evaluations, conferences, feedback and support. Educators are provided with clear expectations about what is required of them and their students. It is consistent and objective.

It does a good job of meeting the teachers where they are and guides them in where they need to be. Best teaching strategies are addressed and educators are given ideas for self- evaluation and how to improve.

There is a five tier rating system. (Each one of these is defined in a rubric.)

**Ineffective

**Needs Improvement

**Effective

**Highly Effective

**Superior

Fifty percent of their evaluation is based on:

1. Organizational and classroom management skills
2. Ability to provide effective instruction
3. Focusing on continuous improvement and professional growth
4. Interpersonal Skills

REDUCTION IN FORCE POLICIES WILL USE TEACHER EFFECTIVENESS AS THE PRIMARY BASIS FOR RELEASING TEACHERS.

A minimum of two observations are required before every evaluation.

Evaluation Form—web or paper based.

Conferences—Follow every observation and evaluation.

Customized Feedback and Support—The most intensive focus is on any 1's or 2's.

Indicators of Effective Teaching and Their Weights:

- | | | |
|---|-----|--|
| a) Classroom Management | 30% | |
| b) Instructional Effectiveness | 50% | |
| c) Professional Growth and Continuous Improvement | 10% | |
| d) Interpersonal Skills | 5% | |
| e) Leadership | 5% | |

CLASSROOM MANAGEMENT:

1. Preparation
2. Discipline
3. Building-wide climate
4. Responsibility
5. Lesson plans
6. Assessment practices
7. Student relations

INSTRUCTIONAL EFFECTIVENESS:

1. Literacy
2. Common Core Standards
3. Involves all learners
4. Explains content
5. Explains directions
6. Models

All teachers should do the following in order to be instructionally effective:

Teachers should plan for delivery of the lesson, clearly define expected behavior, acknowledge student progress and use assessments that are fair and criteria based. The teacher optimizes the learning environment through respectful and appropriate interactions with students, with high expectations and enthusiasm for the curriculum. EVERY TEACHER IS A READING TEACHER. Embed literacy into all instructional content. Involve all learners with good questioning techniques. Use a variety of methods to teach the lesson. Teachers model good skills and processes. On-going assessments should be used to evaluate the progress toward objectives. Modifications should be used when there is difficulty in learning among students.

To remedy areas of ineffectiveness a “push pin” approach can be used.

To gear towards improvement, the evaluator may approach the ineffective areas by: (“Push Pin”)

- a) Having a brief conversation in the hallway, classroom....
- b) Requesting a brief conversation in the office
- c) Written note in the mailbox
- d) Email to staff member

Personal Development Plans (PDP)

These require a conference. The ineffectiveness must be cited with details. A list of expectations must be documented. An action plan must be in place, and a follow plan occurs. This has a two-month window.