

Teacher & Leader Effectiveness Evaluation (TLE)

a.k.a. “SB 2033” and “Race to the Top”

Oklahoma’s application for Round 2 of the *Race to the Top* Competition for federal grant monies is premised upon the Oklahoma Legislature’s enactment of SB 2033 – touted by former Governor Henry and legislative leaders as significant education reform, particularly in the area of evaluation, compensation, retention, and termination of teachers. Below is a summary of the most relevant changes involving teacher rights that will be implemented over the next few years as a result of this legislation.

Teacher Evaluations

The centerpiece of SB 2033 is the establishment of a new evaluation system – the Oklahoma Teacher and Leader Effectiveness Evaluation (TLE) – which will have quantitative and qualitative assessment components built into a five-tier rating system:

1. Superior
2. Highly effective
3. Effective
4. Needs improvement
5. Ineffective



The quantitative components require that:

- **35%** of the assessment be based upon student academic growth using multiple years of standardized test data
- **15%** of the assessment be based upon other academic measurements.

The remaining **50%** of the evaluation will be based upon rigorous and fair qualitative assessment components.

The TLE will be developed by the State Board of Education for adoption by December 15, 2011 and local boards of education must adopt an evaluation system that contains the new TLE minimum criteria no later than the **2013-14 school year**.

The TLE rating system will then be a component of any incentive pay plan that rewards teachers who are increasing student and school growth in achievement, as well as a component for achieving career status and in the retention of teachers.

Teacher Status

Beginning July 1, 2012, in order to attain **career teacher** status a teacher must:

- Complete four (4) consecutive complete school years in one school district under a temporary or continuing teaching contract **AND**
- Average a TLE rating of at least effective for the four-year period.

OR

- Complete three (3) consecutive complete school years in one school district under a temporary or continuing teaching contract **AND**
- Achieve a TLE rating of superior for at least two (2) of the three (3) school years.

If a teacher is employed by a school district during the 2011-12 school year, then they are subject to the current requirements for achieving career status – completion of three consecutive complete school years in one school district under a temporary or continuing teaching contract.

Beginning July 1, 2012:

- A **probationary teacher** will be defined as any teacher who has not achieved career status. If a teacher is employed by a school district during the 2011-12 school year, they are subject to the current definition of a probationary teacher – completion of less than three (3) consecutive complete school years in one school district under a written teaching contract.
- A **career teacher** shall be **recommended for non-reemployment or dismissal** subject to the provisions of the Teacher Due Process Act of 1990 if:
 - they received an ineffective TLE rating for two (2) consecutive school years;
 - they received a needs improvement TLE rating for three (3) consecutive school years;**OR**
 - they did not average at least an effective TLE rating over a five (5) year period.
- A **probationary teacher** shall be **recommended for non-reemployment or dismissal** subject to the provisions of the Teacher Due Process Act of 1990 if:
 - they received an ineffective TLE rating for two (2) consecutive school years; **OR**
 - they fail to attain career teacher status within a four (4) year period.

The current admonishment statute will change beginning July 1, 2012 to reflect the ratings contained in the TLE. Teachers will still be entitled to an admonishment, a written plan for improvement, administrator assistance, and a reasonable period to correct any perceived teaching deficiencies prior to a recommendation for non-reemployment or dismissal.

While these changes may appear daunting at first blush, the substantive employment and due process rights of teachers have been protected. However, there are substantive changes in the evaluation process and in other areas that are tied to increasing student and school academic achievement. We will be providing more detailed analyses of these provisions in future publications.