The Tulsa Model (TLE)

Observation and Evaluation System / Process

Counselor Rubric Overview – 2012

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Intended Outcomes...

- Provide you with an understanding of the common rubric language and structure.

- Give you an overview of the Tulsa Model process for observations, evaluations, feed-back, and support.

- Allow time for you to collaboratively explore the language of 14 indicators specific to the counselors rubric.

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A Test...

This is a mental exercise, don't write down your answers and don't share them. This test be being proctored.

1.   Pick a number from 2 to 9. It can be 2, or it can be 9, or any number in between.

2.   Take that number and multiply it by 9.

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A Test...

3.   That should give you a two-digit number. Take those two digits and add them together.

4.   Take the resulting number and subtract 5.

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A Test…

5.   Take that number and correspond it to the alphabet, numbering the letters: A=1, B=2, etc.

6.   Take your letter and think of a <u>COUNTRY</u> that begins with that letter.

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A Test…

7. Take the last letter in the name of that country and think of an <u>ANIMAL</u>.

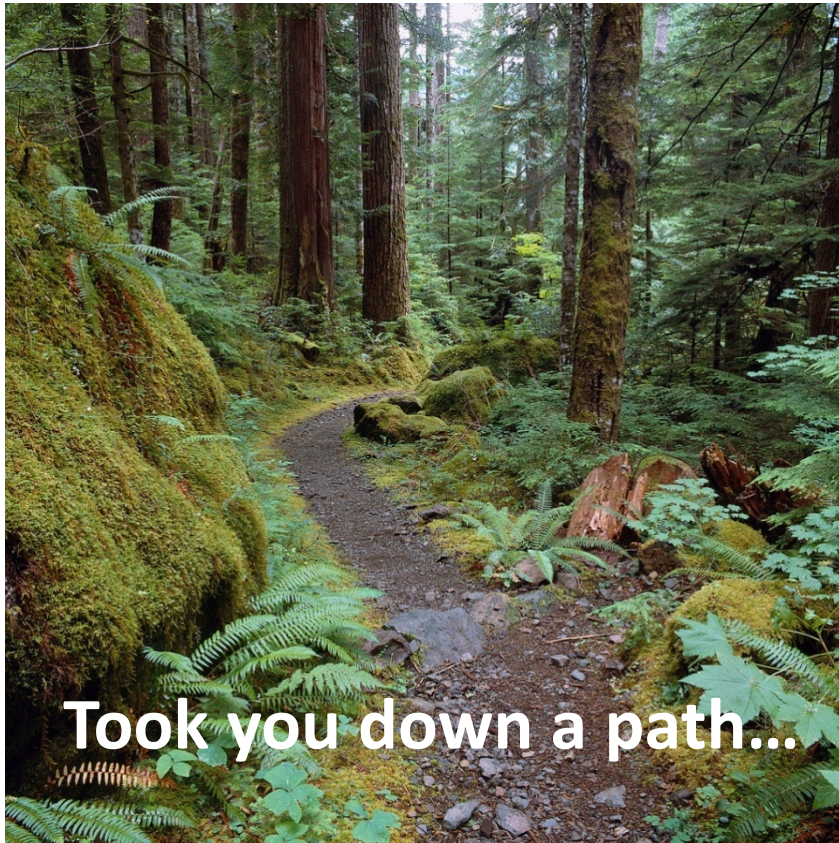**8. Now, take the last letter in the name of that animal and think of a <u>COLOR</u>.**

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A Test...

But remember...

There are no ORANGE KANGAROOS in DENMARK.

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End of Manipulation…

Took you down a path…

There will be no further manipulation during the balance of our day together.

The Tulsa Model was designed to be the antithesis of manipulation.

It is about transparency!

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The RUBRIC… hands-on

Establishing a Common Language…

"Domains" are the Performance Measures taken from SB 2033.

"Dimensions" are the TITLES of the specific components that establish the parameters of the Domain, e.g., the branches off the main truck of a tree.

"Indicators" are those observable and measurable characteristics and practices that are correlated to student performance success.

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Rubric Structure… its "footprint"

TLE Observation and Evaluation Rubric
Counselors
2012-2013

Domain/Relative Weight	Dimension	Page
Counselor Center Management 20%	1. Work Area Environment	2
	2. Management of the Counseling Program	2
	3. Building Climate	3
School Counseling Effectiveness 30%	4. Monitors Student Progress	4
	5. Demonstrates Accountability	5
	6. Consultation and Collaboration	6
	7. Assists with Building-Wide Assessment	7
	8. Demonstrates Skills and Temperament to Handle Crisis Interventions with Students and Families	7

Indicator : Exhibits the skills and temperament to manage students' crises. [Cell-based narratives delineate effectiveness levels].

Rubric Structure… its "footprint"

INDICATORS

Domain: **Counselor Center Management**			Dimension: **Work Area Environment**	
The Counselor will optimize the physical learning environment to assure efficacy / student learning advantage in alignment with counseling management best practices.				
1 Ineffective	**2** Needs Improvement	**3** Effective	**4** Highly Effective	**5** Superior
The counseling center (as set up by the counselor) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are not utilized as designed and instructionally intended.	The counseling center lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are not optimized for effective utilization.	The counseling center is organized for providing learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.	The counseling center is organized for efficacy in learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources that enhance their functions and do not interfere with other functions.	Includes the narrative descriptions in performance category 4, plus the counseling center could serve as an exemplary model for replication at district level.

DEFINITIONAL NARRATIVES

Domain: **Counselor Center Management**			Dimension: **Comprehensive Counseling Plan**	
The Counselor plans for delivery of the school's counseling plan relative to short term and long term objectives.				
1 Ineffective	**2** Needs Improvement	**3** Effective	**4** Highly Effective	**5** Superior
Has no guidance program to support students' academic, career and personal / social development.	Has a guidance program that has not been fully developed or implemented. Program resembles random acts of guidance.	Delivers program information, orientation and support services. Coordinates ongoing systemic activities to help students on an individual and small group basis.	Provides all students with a guidance curriculum that is preventative, proactive and developmental. Coordinates ongoing systemic activities to help students on an individual and small group basis	Includes the narrative descriptions in performance category 4, plus uses student data from discipline reports, teacher feedback surveys, administrative feedback data and parent surveys to drive the counseling program.

DEFINITIONAL NARRATIVES

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Rubric Structure and Design

Dimensions and **Indicators** are defined into **five (5)** Levels of Performance:

1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior
NOT in Evidence	>>>	>>>	>>>	Efficacy in Effectiveness Achieved

"N/A" – <u>N</u>ot <u>A</u>pplicable or "N/O" – <u>N</u>ot <u>O</u>bserved can be used at the determination of the Evaluator.

Ranking language taken from SB 2033.

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TLE System - *Domains*

Counselors

REVIEW

- **Counselor Center Management**
- **School Counseling Effectiveness**
- **Professional Growth & Continuous Improvement**
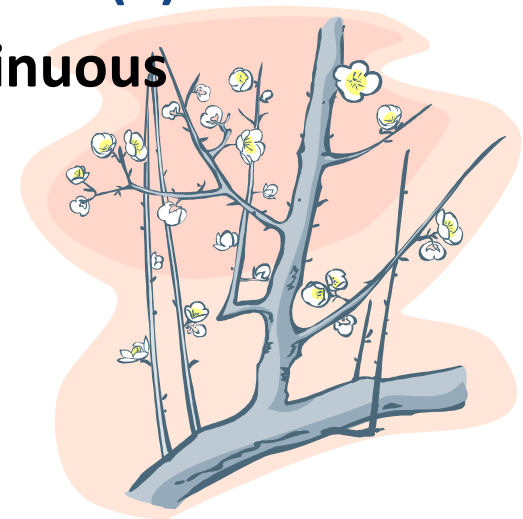- **Interpersonal Skills**
- **Leadership**

TAKEN FROM SB 2033 EFFECTIVENESS MEASURES

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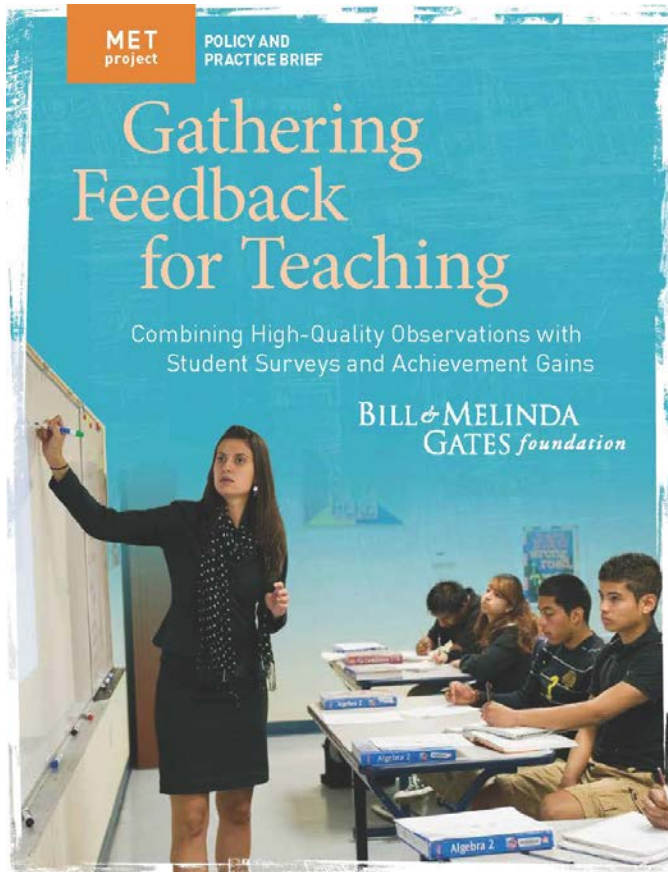PUBLIC SCHOOLS

TLE Evaluation System - *Indicators*

REVIEW

Counselors (14)

- **Counselor Center Management (3)**
- **School Counseling Effectiveness (6)**
- **Professional Growth & Continuous Improvement (1)**
- **Interpersonal Skills (2)**
- **Leadership (2)**

DEFINING AND ADDING SPECIFICITY TO SB 2033 EFFECTIVENESS MEASURES

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Executive Leadership	Building Leadership	Teacher	Staff Development Teacher	Counselor	Dean	Librarian	Nurse	Speech-Lang Path / School Psychologist
	MCREL							
Organizational and District Management 7 / 30%		Classroom Management 6 / 30%	Management and Organization 4 / 30%	Counselor Center Management 3 / 20%	Organization and Management 4 / 25%	Library Management 8 / 35%	Program Management 4 / 35%	Organization and Management 4 / 30%
---		Instructional Effectiveness 10 / 50%	Instructional Effectiveness 3 / 30%	School Counseling Effectiveness 5 / 30%	Instructional Support 2 / 25%	Instructional Effectiveness 7 / 40%	Instructional Skills 1 / 10%	Instructional Support 5 / 45%
Stakeholder Perceptions 1 / 10%		---	---	---	---	---	Prof. Services 3 / 35%	---
Professional Growth and Responsibility 1/ 10%		Professional Growth / Continuous Improvement 2 / 10%	Professional Growth / Continuous Improvement 2 / 10%	Professional Growth / Continuous Improvement 2 / 10%	Professional Growth / Continuous Improvement 2 / 10%	Professional Growth / Continuous Improvement 2 / 10%	Professional Growth / Continuous Improvement 2 / 10%	Professional Growth / Continuous Improvement 2 / 10%
Interpersonal Skills 4 / 30%		Interpersonal Skills 1 / 5%	Interpersonal Skills 1/ 15%	Interpersonal Skills 2 / 20%	Interpersonal Skills 3 / 30%	Interpersonal Skills 2 / 10%	Interpersonal Skills 1 / 5%	Interpersonal Skills 1 / 10%
Leadership Skills 2 / 20%		Leadership 1 / 5%	Leadership 1 / 15%	Leadership 2 / 20%	Leadership 1 / 10%	Leadership 2 / 5%	Leadership 1 / 5%	Leadership 1 / 5%
15		20	11	14	12	21	12	13

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Gathering Feedback for Teaching

MET project — POLICY AND PRACTICE BRIEF

Combining High-Quality Observations with Student Surveys and Achievement Gains

BILL & MELINDA GATES foundation

MET Policy and Practice Brief
January 2012
Page 28

More indicators?...It's a **fine balance.**

"Each additional [indicator] included in an instrument adds costs….training time and scoring time for observers."

"Adding an indicator risks lowering the quality of data on all other indicators if observers have already reached their ability to keep track."

"When observers are overtaxed by…tracking many different competencies at once, their powers of discernment decline."

"…it may be useful to economize by combining or dropping competencies that commonly occur together, that prove to be too difficult to measure reliably, or that are unrelated to other outcomes."

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TLE System - *Weight*

Counselors

REVIEW

- **Counselor Center Management (20%)**
- **School Counseling Effectiveness (30%)**
- **Professional Growth & Continuous Improvement (10%)**
- **Interpersonal Skills (20%)**
- **Leadership (20%)**

DRIVEN BY A FOCUS ON STUDENT ACHIEVEMENT AND PERFORMANCE

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Evaluation Form Calculations

Domain: Sch. Counseling Effective.	Rating	Domain Average
Indicator 4 narrative sentence	3	2.50
Indicator 5 narrative sentence	2	
Indicator 6 narrative sentence	2	
Indicator 7 narrative sentence	4	
Indicator 8 narrative sentence	2	
Indicator 9 narrative sentence	2	

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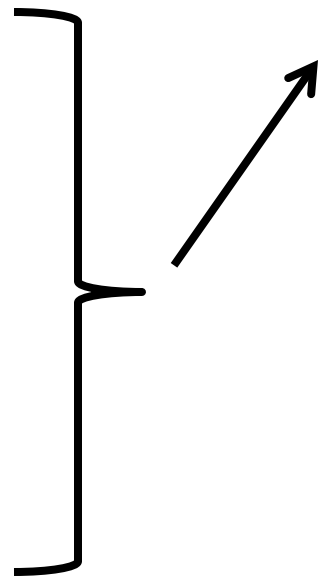
Evaluation Form Calculations

Domain	Average Domain	Weight by %
Counselor Ctr. Management	3.20	20%
School Counseling Effectiveness	2.50	30%
Prof Growth / Cont. Impro.	2.50	10%
Interpersonal Skills	4.00	20%
Leadership	2.00	20%

The single number that "potentially is high stakes" is the Composite Weighted Average (CWA) and it is arrived at via a complex software programming formula. In the above hypothetical case it would be:

=((3.20*20)+(2.50*30)+(2.50*10)+(4.00*20)+(2.00*20))/100

(a model formula, not necessarily the format or design employed)

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Evaluation Form Calculations

The Composite Weighted Average (CWA) would be **2.84**.

Next the <u>Ranges</u> determine the Rating Classification:

Less than 1.8 = Ineffective

Equal to or greater than 1.8, but less than 2.8 = Needs Improvement

Equal to or greater than 2.8, but less than 3.8 = Effective

Equal to or greater than 3.8, but less than 4.8 = Highly Effective

Equal to or greater than 4.8 = Superior

NOTE…

In the above hypothetical, the CWA is 2.84; therefore, <u>the Counselor is EFFECTIVE</u>. <u>However, if any Indicator reflects a 1 or a 2, then a PDP must be written.</u>
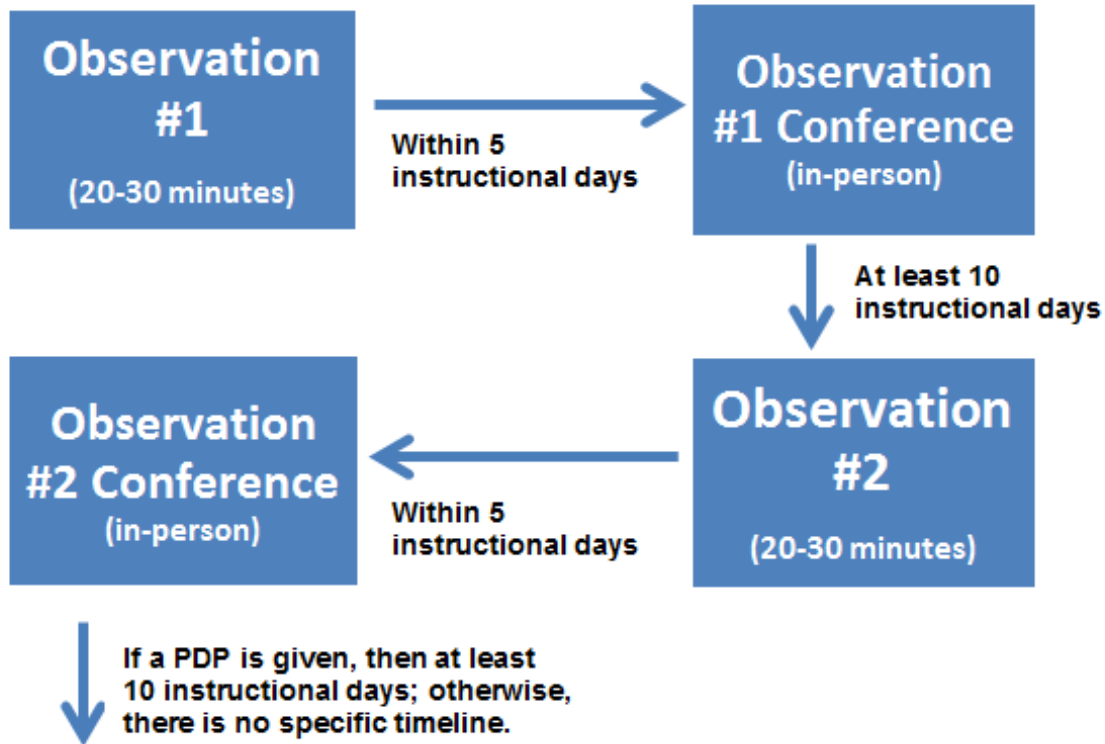
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Ranges were needed to define Rankings

From	To	Ranking
Less than 1.8		Ineffective
Equal to or greater than 1.8	Less than 2.8	Needs Improvement
Equal to or greater than 2.8	Less than 3.8	Effective
Equal to or greater than 3.8	Less than 4.8	Highly Effective
Equal to or greater than 4.8		Superior

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The Process…

Switching Gears

Tulsa Model Flowchart

Observation #1 (20-30 minutes)

→ Within 5 instructional days →

Observation #1 Conference (in-person)

↓ At least 10 instructional days

Observation #2 (20-30 minutes)

← Within 5 instructional days ←

Observation #2 Conference (in-person)

↓ If a PDP is given, then at least 10 instructional days; otherwise, there is no specific timeline.

Evaluation and Evaluation Conference

- For Career Teachers… this process must be completed at least once by April 30. If there are concerns, begin immediately.
- For Probationary Teachers… this process must be completed TWICE. Once by November 15 and again by February 10.

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The Conference Process

Observations shall <u>NOT</u> be <u>conducted</u> on the <u>day immediately following any extended break</u> in the instructional calendar (whether scheduled or unexpected).

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Feedback and Support-Focused

Switching Gears
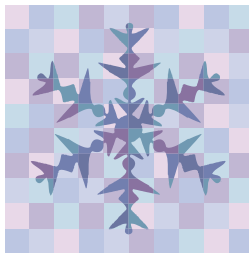
- Rubrics are detailed **roadmaps** for improvement for all teachers.

- Observation conferences are a **status check** prior to formal evaluation.

- Requires **customized teacher training and responses** w/re to teachers ranked in bottom two tiers.

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Feedback and Support-Focused

Language from SB 2033…

"Annual evaluations that provide **feedback** to improve student learning and outcomes;

Comprehensive remediation plans and **instructional coaching** for **all teachers rated as needs improvement or ineffective**;"

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Customized Feedback and Supports for Teacher Improvement

1. **"Push Pins"** (less formal, yet documented) approaches to remedy area(s) of ineffectiveness or needing improvement

2. Personal Development Plans (**PDPs**)

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Feedback / Support – Push Pin Approach

"Push Pins" (less formal, yet documented) approaches to remedy area(s) of ineffectiveness or needing improvement.

Approaches could include:

- In passing, a brief conversation in hallway, classroom, etc.

- Requested brief conversation in office.

- Written note in mailbox.

- Email to staff member.

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Feedback / Support – Push Pin Approach

It is a professional "judgment" call deciding upon the use of a "Push Pin" or a PDP.

Example 1: A 60 second verbal tirade to a fellow staff member (in a closed door faculty room) regarding the loss of a planning period because of actions of that staff member. Push Pin or PDP?

Example 2: Outdated bulletin boards. Push Pin or PDP?

Example 3: Leaving a class of AP students unsupervised for 15 minutes while talking on a cell phone in the hallway. Or, special needs students. Push Pin or PDP?

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Feedback and Support - PDPs

A Personal Development Plan…

1. **Cites / Summarizes the situation and/or Observation / Evaluation details**
(referencing Indicator(s))

2. **Provides a List of Expectations**

3. **Provides an Action Plan using a SMART format**
(<u>s</u>pecific, <u>m</u>easurable, <u>a</u>ttainable, <u>r</u>esources attached, <u>t</u>imeline included)

4. **Provides a Follow-Up Progress Reporting**
(within a maximum of a <u>two</u> month window)

NOTE: ALL PDPs require a CONFERENCE.

Feedback and Support – PDPs

A Personal Development Plan...

- **MAY** be created based upon any **Observation** that results in a
  1 – Ineffective or 2 – Needs Improvement determination

- **MUST** be created based upon an **Evaluation** that results in a
  1 – Ineffective or 2 – Needs Improvement ranking

- **OR**, could be generated as a **Stand-Alone** document that
  illustrates behavior(s) at Levels 1 or 2

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Artifact File or Portfolio

On a **voluntary basis**, an Educator may wish to provide **additional evidence of effectiveness** in the form of a portfolio or artifact file / binder for purposes of **INFORMING the Evaluator of additional involvements, contributions and activities** in support of improving student performance and achievement.

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Transparency and Understanding

Either as paper or electronic copies…

ALL staff members MUST have access to the following:

- **Evaluator's Handbook**
- **Rubric**
- **Observation Form**
- **Evaluation Form**
- **Structure for the <u>P</u>ersonal <u>D</u>evelopment <u>P</u>lan**
  - All are available via the TPS Intr<u>a</u>net and the Tulsa Model Portal

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Share and Learn... Questions?

ANY TULSA MODEL QUESTIONS

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For more information: www.tulsaschools.org
Office of Teacher and Leader Effectiveness
918-746-6800

Tulsa Framework: http://sde.state.ok.us; left column: Teacher and Leader Effectiveness; Scroll to Frameworks; Tulsa Framework

Jana Burk – burkja@tulsaschools.org