

2025-2026

**PUTNAM CITY
SCHOOLS
OK TLE
HANDBOOK**



**Putnam
City
Schools**

TLE Evaluation Schedule 2025-2026

Probationary Teachers

Type of Observation	Due Date
Walk-through	Prior to 1 st Observation
Observation	October 3
Observation	December 5
Observation	March 6
Evaluation	May 1

Career Teachers † (non-exempt)

Type of Observation	Due Date
Observation	December 5
Observation	April 10
Evaluation	May 8

Career Teachers † (exempt)

Type of Observation	Due Date
Walk-through (non-evaluative feedback)	As needed

PL Focus

PL Focus Created By	October 1
Approved By Administrator	October 15
Checkpoint 2 Submitted	January 6
Administrator Feedback	January 16
Checkpoint 3 Submitted	May 1
Finalized	May 8

† Teachers who have completed four consecutive complete school years as a teacher in one district under a written continuing or temporary teaching contract and has averaged a district evaluation score of at least highly effective.

The Professional Learning (PL) Focus

The Professional Learning (PL) Focus provides all certified educators in the district the opportunity to set their professional growth goal for the school year.

The PL Focus selected shall:

- be established in collaboration with the individual's evaluator.
- be correlated to one of the indicators/elements of the individual's evaluation rubric.
- be based on evidence-based, researched practices that are correlated with increased student achievement.
- be supported by local and district resources as well as resources from the Oklahoma State Department of Education.

The PL Focus shall be established by the end of the district's first nine weeks of school.

A PL Focus is deemed established once the evaluator and the person being evaluated have met, either in-person or virtually, to discuss the PL Focus topic selected, verified that the topic meets the above criteria and agreed on the resources to be used for the professional learning and signed the PL Focus document. When completing the PL Focus documentation, the evaluation rubric indicator/element which is used to evaluate the educator's participation in professional development should not be chosen as the PL Focus. Instead, select the indicator/element that best describes the focus of the learning growth.

There should be at least one documented checkpoint visit during the course of the school year. Documented checkpoints should include a reflective component where the educator may provide feedback related to their PL Focus. For the sake of efficiency, it is recommended that PLF Checkpoints be combined with observation conferences.

TLE exemption status does not apply to the PL Focus. All certified personnel must complete a PL Focus annually regardless of exemption status on the qualitative component of the TLE.

Exemption from the Qualitative Component

Career educators who are evaluated and score a highly effective (3.8) or higher on the district evaluation may qualify for exemption on the qualitative component of the TLE for up to two years. Exemption applies only to the qualitative portion of the TLE. It does not apply to the Professional Learning Focus. The PL Focus shall be completed annually by all certified educators in the district.

Observations and Evaluations Timelines

Career-status educators¹:

- One observation with actionable feedback must occur in the fall.
- One observation with actionable feedback must occur in the spring.
- The final evaluation with actionable feedback must occur in the spring after the second observation.

Probationary educators:

- One observation with actionable feedback must occur during the first nine weeks.
- One observation with actionable feedback must occur during the second nine weeks.
- One observation with actionable feedback must occur during the third nine weeks.
- The final evaluation with actionable feedback should be held in the fourth nine weeks.

¹ Teachers who have completed four consecutive complete school years as a teacher in one district under a written continuing or temporary teaching contract and has averaged a district evaluation score of at least highly effective.

Only certified administrators who have completed the evaluation certification training may conduct observations and evaluations. The evaluator who begins the observation process should see the assessment of the teacher's proficiency to completion through the issuance of an evaluation.

Spectrum of Proficiency

Using the information from the observation form and any other pertinent data the evaluator completes the evaluation form by issuing a rating for each observed and applicable performance indicator. The assigned ratings reflect the evaluator's analysis of the teacher's performance according to the descriptions in the rubric. The rubric and the evaluation form rely upon a five-level rating system or spectrum of proficiency.

Each indicator often has several definitional narratives for each level of proficiency. However, evaluators must enter **only one (1)** score as to each indicator. To determine the composite score for each indicator, the evaluator must review the narratives contained within each indicator's definition and determine the "best fit" for the teacher with respect to that indicator, making a composite assessment of the "big picture" encompassing the indicator.

1. Ineffective
2. Needs Improvement
3. Effective
4. Highly Effective
5. Superior

Example using the indicator for the domain of Instructional Effectiveness and dimension of Clear Instructions and Directions - Teacher provides clear instruction and direction:

The rubric defines a level "3-Effectiveness" ranking for this indicator with three (3) narratives. They include using a variety of delivery modes to provide instruction and directions; giving student directions for transitions and using spoken and written language that is clear, correct, and appropriate.

When the evaluator observes the teacher, they see evidence of the teacher performing at a "3-Effectiveness" level in the majority of narrative definitions for the indicator. However, the evaluator observes that the teacher is not always using language that is clear and correct and that conforms to standard English. Though a 3 might not be a "perfect fit" for the teacher, the evaluator should still award a 3 for the indicator if a 3 is the "best fit," especially if in the eyes of the evaluator the overall objective of the indicator is still met. There is no percentage of evidence within a proficiency level to trigger a particular rating for an indicator. For example, the evaluator did not need 80% of the narratives in evidence with regard to the 3-Effectiveness ranking to award a 3-Effectiveness ranking. The evaluator must use their professional judgment to determine the most appropriate ranking based upon the instructional significance of the individual narrative components and their impact upon student needs and the objective of the indicator.

Not Applicable/Not Observed Indicators

If an evaluator believes that an indicator is not applicable to a particular teacher, he or she should rate the indicator as "N/A." Evaluators should rate not observed indicators as "N/O." Important: N/As and N/Os are not available on indicators 19 and 20, as they are single-item domains and must be rated on the evaluation. At least 50% of all indicators within a domain must receive a numeric score on the evaluation.

Ineffective or Needs Improvement Ratings

First Observation:

A rating of a "1" (ineffective) on any indicator, or two or more ratings of "2" (Needs Improvements) on any indicators on the first observation requires that the evaluator and teacher collaborate during the post-observation conference to create a TLE Goal Setting form ("TLEGS") for those areas of deficiencies. Evaluators must provide comments for any indicators with scores of 1 or 2.

Second and Third Observations:

A teacher receiving a rating of a "1" (ineffective) on any indicator, or two or more ratings of "2" (Needs Improvements) on any indicators in a previously unobserved area on the second or third observation requires that the evaluator and teacher collaborate during the post-observation conference to create a TLE Goal Setting form ("TLEGS") for those areas of deficiencies. Evaluators must provide comments for any indicators with scores of 1 or 2.

A teacher receiving a rating of a "1" (ineffective) on any indicator, or two or more ratings of "2" (Needs Improvements) on any indicators already receiving a TLE Goal Setting form ("TLEGS") shall be placed on a Personal Development Plan (PDP), which shall be reviewed during the post-observation conference.

Walkthroughs

Evaluators should conduct classroom walkthroughs in both the on-site and virtual classrooms. Walkthroughs are not part of the formal evaluation; however, walkthroughs provide important information to evaluators concerning needed professional development and the culture and climate of the building.

Observations

Observations should not be conducted on the first day of school following a break in the school calendar (i.e. the day students return to classes after fall break). Also, observations should not be conducted on the first day following a transition from in person to virtual classes or vice versa.

Each classroom observation, whether in-person or virtual, should be a minimum of twenty (20) minutes in length.

The observation post-conference shall be conducted within ten (10) instructional days of the classroom observation. This allows timely, actionable feedback to be provided during the observation conversation. The observation conference may be conducted in-person or virtually to match the structure of the school day at the time of the conference. Post conferences shall not be conducted through email.

TLE Goal Setting form (“TLEGS”)

The TLE Goal Setting form (“TLEGS”) is a process distinct from the PDP. It is intended as a collaborative tool to document and support effective teachers needing development in no more than three indicators. The TLEGS requires that the teacher and the evaluator work collaboratively to create goal statements, identify resources and activities that can help bring the teacher up to a level of effectiveness in the selected indicators, and identify what tangible evidence will demonstrate the teacher’s success in reaching a level of effectiveness in the identified indicators. Note that while a number of resources exist to help struggling teachers, it is up to the evaluator to ensure that the resources are available.

While the TLEGS is unlike the PDP in that the teacher and evaluator work together to create the plan and does not contain any admonishment language, it is still time-bound and requires follow-up and conferencing. The teacher and evaluator should establish a reasonable timeframe for improvement, and establish a review date, which shall be set no more than two months from the initiation of the TLEGS (this is the same timeframe as a PDP). The conference with the teacher should occur on the review date noted on the TLEGS or not more than five (5) days from the review date.

Because the TLEGS form does not contain admonishment language, it can not be used to recommend the non-renewal of the teacher. If the teacher is not successful in their implementation of the TLEGS, a PDP must be issued to support the teacher’s practices relating to the indicators(s) not successfully addressed in the TLEGS.

Personal Development Plan (PDP)

A Personal Development Plan (PDP) is a 2nd tier approach to providing feedback and support. A teacher may not be placed on a PDP without a prior TLE Goal Setting form (“TLEGS”) for the areas of deficiency within an observation. The PDP codifies and formalizes those areas of concern via a prescribed template that requires: 1) the citing/summarizing of the situations and/or Observation details; 2) providing a list of expectations; 3) providing an Action Plan using a SMART format (specific, measurable, attainable, resources attached/identified, and timeline included); and, providing a Follow-Up Progress Reporting throughout a 30-60 day window.

Stand-alone incidents may trigger the issuance of a Personal Development Plan without a prior TLE Goal Setting Form.

A teacher receiving a rating of a "1" (ineffective) on any indicator, or two or more ratings of "2" (Needs Improvements) on any indicators already receiving a TLE Goal Setting form ("TLEGS") shall be placed on a Personal Development Plan (PDP), which shall be reviewed during the post-observation conference. Evaluators must provide comments for any indicators with scores of 1 or 2.

Personal Development Plans (PDPs) are intended to advise and assist teachers with serious performance deficiencies which, if left uncorrected, may jeopardize the teacher's continued employment with the district. If developed in conjunction with an observation, the personal development plan shall be attached to and considered another component of the observation form.

Non-remediated PDPs from the observation process, which should result in a rating of 1-Ineffective or 2-Needs Improvement for the relevant indicator on the evaluation, are automatically incorporated into the evaluation and continue in effect without being redrafted or re-issued. The evaluator need only establish a new timeframe for compliance. Any new deficiencies resulting in an observation rating of 1-ineffective or 2-Needs Improvement not covered by the non-remediated PDP must be supported by a newly issued TLEGS.

Evaluators design and write the PDPs, in collaboration with the Chief of Human Capital and either the Chief Elementary or Secondary Officer. They may collaborate with the teacher in the content of the PDP and seek assistance from outside sources as appropriate. Before issuing a PDP to a teacher, evaluators must review the PDP with the teacher, most typically during the observation post-conference. The teacher will receive an electronic copy of the personal development plan and the teacher will electronically acknowledge their receipt of the same. In the event that a teacher is unable or unwilling to acknowledge their PDP, the form will be finalized without the teacher's acknowledgment.

Evaluations

Evaluations reflect the evaluator's overall assessment of the teacher based upon the underlying observations, the observation conferences and the evaluator's general appraisal over the course of the year of the teacher's proficiency in the relevant indicators. Evaluators perform a teacher's evaluation by completing the evaluation form and conducting an evaluation conference. An evaluation must be supported by at least two separate observations and observation conferences conducted in accordance with the relevant timeframes in addition to the evaluator's appraisal over the course of the year of the teacher's proficiency in the relevant indicators. The observation form summarizes those observations, including the total value that the teacher provides up to a given point in time.

Using the information from the observation form and any other pertinent data, the evaluator completes the evaluation form by issuing a rating for each observed and applicable performance indicator. The assigned ratings reflect the evaluator's analysis of the teacher's performance according to the descriptions in the rubrics.

Feedback Conferences

The observation conference with actionable feedback must occur within ten (10) instructional days (whether in-person or virtual) of the observation. There must be at least 10 instructional days between the observation conference and the next observation providing the time necessary for the educator to adjust instruction based on the feedback from the observation conference.

Teachers Right to Respond

A teacher has the right to place in their file a response to the entries on the observation form within ten (10) days of the receipt of the observation conference. By written agreement, district personnel may provide teachers with a longer window of time by which to submit their responses.

Final Scoring

As noted throughout the handbook, an evaluation must be supported by at least two separate observations and observation conferences conducted in accordance with the relevant timeframes in addition to the evaluator's appraisal over the course of the year of the teacher's proficiency in the relevant indicators. The evaluation form summarizes those observations, including the total value that the teacher provides up to a given point in time.

FINAL SCORING

Superior 4.80-5.00

Highly Effective 3.80-4.79

Effective 2.80-3.79

Needs Improvement 1.80-2.79

Ineffective 1.79 and Below