

MULTIPLE MEASURES GLOSSARY

Multiple Measure Teacher Evaluation: Principal observations are the foundation and core of teacher evaluation, but when they are paired with other types of high-quality information regarding teacher performance, the resulting teacher evaluation system is called “multiple measures.” A multi-faceted approach to teacher evaluation recognizes that no single measure is perfect or describes the whole picture. The most accurate and reliable picture of teaching effectiveness is revealed when the system incorporates several high-quality measures of teacher performance.

In Tulsa, with overwhelming agreement of the Tulsa Classroom Teachers Association, the multiple measure system for classroom teachers uses:

- principal observations of teacher performance (“**Tulsa Model**” scores),
- high level information from [student surveys](#), and
- high level information **value added information** as available.

Qualitative and Quantitative Components of Teacher Evaluation: as noted above, Tulsa’s multiple measure system incorporates the Tulsa Model score, student survey information, and value added information, as available. The Tulsa Model score is the qualitative component of this system. Student surveys and value added are the quantitative pieces of this system. The district will report all measures separately within a single evaluation report.

Student surveys, ask students about their perceptions of individual teachers’ practices. In Tulsa, we are using the Tripod Student Survey, which measures teachers’ instructional skills and their success in forming effective student-teacher relationships and interactions.

Value Added analysis is a statistical method that measures the impact of teachers and schools on students’ achievement growth. It compares the change in achievement of individual students from one year to the next in a manner that controls for students’ starting points and other factors that influence student achievement (special education, English Language Learners, poverty, suspension, mobility, etc.).

Other Academic Measures (OAMs): OAMs are **not** a component of Tulsa’s multiple measure system. OAMs are a requirement by law, however, in other Oklahoma districts in the 2014-2015 school year for use in the 2015-2016 school year. OAMs approved for use by teachers in those districts include, but are not limited to, state achievement test scores, components of a school’s A-F report card grade, student surveys and off-the-shelf student assessments.

Student Learning Objectives (SLOs): SLOs are **not** a component of Tulsa’s multiple measure system. SLOs are a state board requirement, however, in other Oklahoma districts for those teachers in non-tested grades and subjects as a proxy for value added. In those districts (not Tulsa), SLO data collected in the 2014-2015 school year will be used in the 2015-2016 school year. Speaking generally, SLOs require teachers to establish learning targets for groups of students based on available data; monitor student growth toward the targets; and, at the end of an agreed-upon time period, determine the degree to which students meet the targets. Evaluators support this work by approving the SLO, engaging in midcourse reviews, reviewing the SLO, and scoring the final results.