

Oklahoma TLE Crosswalk

The purpose of this crosswalk of the approved TLE frameworks was to provide a means for university faculty, school administrators, teachers, and prospective teachers to compare the frameworks and determine common indicators of effectiveness across frameworks as well as indicators that are unique to particular frameworks. The crosswalk should also prove to be helpful in aligning professional development resources to individual teacher needs regardless of the district in which the teacher is currently serving.

The emphasis, at this point in time, was on the Tulsa TLE and Marzano frameworks, as they are the only frameworks currently being used in Oklahoma. Information on the Danielson framework is included, but not at the same level of detail. Other organizations are working on a Danielson-Marzano crosswalk; when it is completed, the Danielson information can be added to the Oklahoma crosswalk.

The crosswalk is provided in two formats. A free software program called *Inspiration* was used to create the crosswalk; it was later translated to a Microsoft Excel format as well as a Microsoft Word format.

The three approved TLE frameworks are represented and color-coded, as follows:

- SB 2033 required the teacher evaluation system to address five teacher qualitative characteristics. The crosswalk is organized by these five characteristics (domains). They are represented by purple boxes.
- The grey boxes identify sub domains that were developed by reviewing the three approved TLE frameworks.
- Within each sub domain, the Tulsa TLE (blue), Danielson (green), and Marzano (red) indicators are arranged.

It is important to note that there is *not* one-to-one correspondence; instead, the indicators are grouped logically under each sub domain. Correspondence across models should be reviewed holistically within sub domains – in other words, how the entirety of the indicators for one system corresponds with the entirety of another.

Note: The Marzano framework has great detail at the indicator level, so its indicators comprise the Marzano section of the crosswalk. In the Tulsa TLE and Danielson frameworks, this level of detail was found in the rubrics themselves – in the individual descriptors. To create the Tulsa TLE and Danielson sections of the crosswalk, the researcher used the rubric descriptors defining proficiency.