

210:15-27-4. Criteria for high-performing teacher

The Reading Sufficiency Act requires school districts to provide students who are retained in the third grade under the provisions of the Act with a high-performing teacher who can effectively address the needs of students reading below grade level. For purposes of the Reading Sufficiency Act, a high-performing reading teacher may be identified by the following criteria:

(1) **Assesses reading level and monitors student progress.** Begins reading instruction by assessing what students already know and can do. Tracks every student's progress, coordinating each student's needs with the appropriate interventions.

(2) **Manages the classroom environment and engages all students.** Adapts instruction to meet the needs of diverse learners.

(3) **Uses reading activities across the curriculum.** Models various reading and writing applications throughout the day, demonstrating the importance of reading across all contexts and subject areas. Provides multiple opportunities for students to practice decoding, spelling, and writing activities throughout the day. Recognizes the importance of oral language and models advanced language and vocabulary in speech, cueing students to do the same.

(4) **Teaches the components of reading using evidence-based instructional practices.** Maintains and builds on knowledge of scientifically research-based intervention strategies through continued readings and reviews of research. Demonstrates the knowledge and ability necessary to evaluate and select highly focused, research-based, systematic, explicit instructional intervention materials that will effectively and efficiently address students' developmental reading needs. Knows and applies the five essential components of reading:

(A) Phonemic awareness;

(B) Phonics;

(C) Reading fluency and oral reading skills;

(D) Vocabulary development; and

(E) Reading comprehension.

(5) **Involves stakeholders in students' learning.** Partners with parents, other teachers, reading specialists, and other community members to ensure student learning is supported outside the classroom.

(6) **Demonstrates effectiveness through student performance.** Shows evidence of student growth in reading performance. Such growth may be demonstrated through a variety of measures, including assessments administered under the Reading Sufficiency Act (RSA) and the under Oklahoma School Testing Program (OSTP), including the Oklahoma Core Curriculum tests (OCCT). Particular consideration should be given to teaching effectiveness demonstrated through student performance on RSA assessments.

(7) **Is rated "Effective" or higher under the Teacher and Leader Effectiveness Evaluation System (TLE).** To be identified as a "high-performing teacher" for purposes of the Reading Sufficiency Act, a teacher's most recent annual evaluation must have resulted in a rating of "Effective", "Highly effective", or "Superior" on the five-tier TLE rating scale established by 70 O.S. § 6-101.16.