

## **ACTION PLAN**

April 3, 2012 Model Task Force

- Motion 1: Rename the “Teacher Evaluation Model” to the “Teacher Evaluation Framework”  
Rationale: The Model Task Force believes the name “Model” could imply a single tool or set of metrics to be disseminated to all LEAs and feels “Framework” more accurately represents the current status of the Framework as well as the intended objectives of the TLC.
- Motion 2: Rename the “Student Achievement/Engagement” sphere to “Student Performance”  
Rationale: The Model Task Force believes the name “Student Performance” more accurately reflects the data to be collected under this sphere and allows for flexibility in adding additional domains, categories, measures as may be needed in the future.
- Motion 3: Weight the Student Performance domain at 50% of the overall score  
Rationale: In the absence of any research, internal or external regarding the benefits of weighting student performance data more than 50% of the overall model, the Model Task Force recommends holding it at the legislated weighting until further informed decisions can be made.
- Motion 4: Rename the “Student Achievement” domain to “Student Outcomes”  
Rationale: The Model Task Force believes the name “Student Outcomes” more accurately reflects the data to be collected under this domain, and additionally does not conflate it with “achievement” as outlined in AB222.
- Motion 5: Remove “Student Engagement” from the domain level and instead include it as a category under the Student Outcomes domain.  
Rationale: In comparing the level of granularity measured by the Student Engagement domain, it appears to be more in line with a single category within the domain of Student Outcomes, with the categories as currently listed components of a single survey (e.g.: the Tripod survey).
- Motion 6: Weight the Instructional Practice domain more heavily than the Professional Responsibilities domain, within the remaining 50%.  
Rationale: The Model Task Force believes that the research they are most compelled by (Danielson, Heritage, etc.) points to the teachers’ actions and practices in the classroom as being the most measurable and having the greatest impact on student outcomes. Therefore, the Model Task Force would like to ensure that there is a greater weight on These components.
- Motion 7: Request the Measures Task Force to specifically outline and differentiate the components of the Professional Responsibilities domain.  
Rationale: The Model Task Force believes that the way the model current stands, the Professional Responsibilities domain remains vague, and runs the risk of being subsumed under the categories of the Instructional Practice domain.