

NEVADA TEACHERS AND LEADERS COUNCIL (TLC)

SUPPORTING DOCUMENT

SUBJECT: Establishment of Task Forces to Create Recommendations for Consideration by TLC	
/ /	Approval
/X/	Appointments
/ /	Receive
/X/	Information/Discussion
/X/	Action

PRESENTER(S): Pamela Salazar, TLC Chair & Rorie Fitzpatrick, Interim Deputy Superintendent and Administrative Staff to TLC

RECOMMENDATION:

It is recommended that the TLC establish three task forces, and approve the membership of those task forces, to include representatives from the Teachers and Leaders Council as well as invited experts who are not members of the TLC.

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES):

15 minutes

PRESENTATION DETAILS:

At the Teachers and Leaders Council meetings on January 20-21, 2012, the TLC discussed a need to create three task forces to support the TLC in meeting its obligation to create a set of recommendations for the creation of a statewide performance evaluation system for teachers and site-based administrators in Nevada. At its February 8, 2012 meeting, the TLC established the following three task forces and selected the following chairs:

1. Communications Task Force, Chair: Barbara Barker
2. Indicators/Measures Task Force, Chair: Pamela Salazar
3. Model Task Force, Chair: Rorie Fitzpatrick

The Communications Task Force will receive technical assistance from the National Governors' Association (NGA) through a grant received by Nevada to support the efforts of the Teachers and Leaders Council, and will create recommendations for future consideration and possible adoption by the TLC with regard to:

- Dissemination of information to stakeholders to keep them apprised of the efforts of the TLC, including the development of talking points, presentation materials, and/or other resources to support effective communication from and with the TLC
- Creation of opportunities for interested stakeholders to engage in efforts to help shape the recommendations to be created by the TLC with regard to the statewide performance evaluation system

The Indicators/Measures Task Force will receive assistance from WestEd, and will create recommendations for future consideration and possible adoption by the TLC with regard to selection of the specific data that will be collected to evaluate teacher and leader effectiveness. The task force will be guided by the idea that *Indicators* are a class of potential data categories such as assessments, observations, and surveys and that *Measures* represent specific operationalizations of these Indicators, such as (for example purposes only): grade 3 criterion-referenced tests; principal observations based on a specific rubric; parent satisfaction survey, etc. Specific issues for the Indicators/Measures Task Force to contemplate and create responding recommendations include:

- Reviewing research and documentation on potential classes of Indicators (e.g., validation studies, description of where they have been employed);
- Creating descriptions of potential Measures to be used within each class of Indicators;
- Considering advantages of using any given potential Indicators and Measures;

- Considering challenges facing successful implementation of potential Indicators and Measures (e.g., technical limitations, training/professional development burden; cost, educator buy-in).

The Model Task Force will receive assistance from WestEd, and will create recommendations for future consideration and possible adoption by the TLC with regard to the methodology by which the measures will be combined to evaluate teacher and administrator effectiveness. . Specific issues for the Model Task Force to contemplate and create responding recommendations include:

- Determining if certain Indicators and/or Measures are mandatory or illustrative;
- Evaluating the pros and cons of the State developing sample effectiveness models
- Recommending potential subscores within each Measure;
- Evaluating the pros and cons of various methodologies for combining the various Measures to obtain a rating of highly effective, effective, minimally effective, or ineffective;
- Designing studies to evaluate the implementation of local educator effectiveness models as part of a state continuous improvement plan.