



Teacher and Leaders Council

Nevada

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February 8, 2012

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NATIONAL COMPREHENSIVE CENTER
FOR **TEACHER QUALITY**



Proposed Development and Implementation Timeline

Teacher and Leader Evaluation Framework

- ***Deliverables: (February/March)***
 - **TLC Position Statement (February)**
 - **Vision/Assumptions/Goals/Purpose**
 - **State vs. Local Control Value Statement**
 - **Standards Development (March)(Developed via Outsourcing)**
 - **Feedback from Stakeholder Groups (March)**

Stakeholder Involvement & Communication

- Not always easy, but essential!
- Need to determine:
 - When (& how frequently) to involve stakeholders
 - What to communicate
 - How often to communicate
 - How to communicate
- Focus Groups
 - Everyone at the Table
 - www.everyoneatthetable.orgcollaboration

Differentiation of the Evaluation Process

- Will the evaluation process be the same for all educators and administrators?
 - Will it vary by teacher type (e.g. general or special educator, English language learner specialists)?
 - Will it vary by level (e.g. high school, middle, elementary)?
 - Will it vary by level of teaching experience?
 - Will it vary by teaching context (e.g. co-teaching, resource room)?

Differentiation of the Evaluation Process

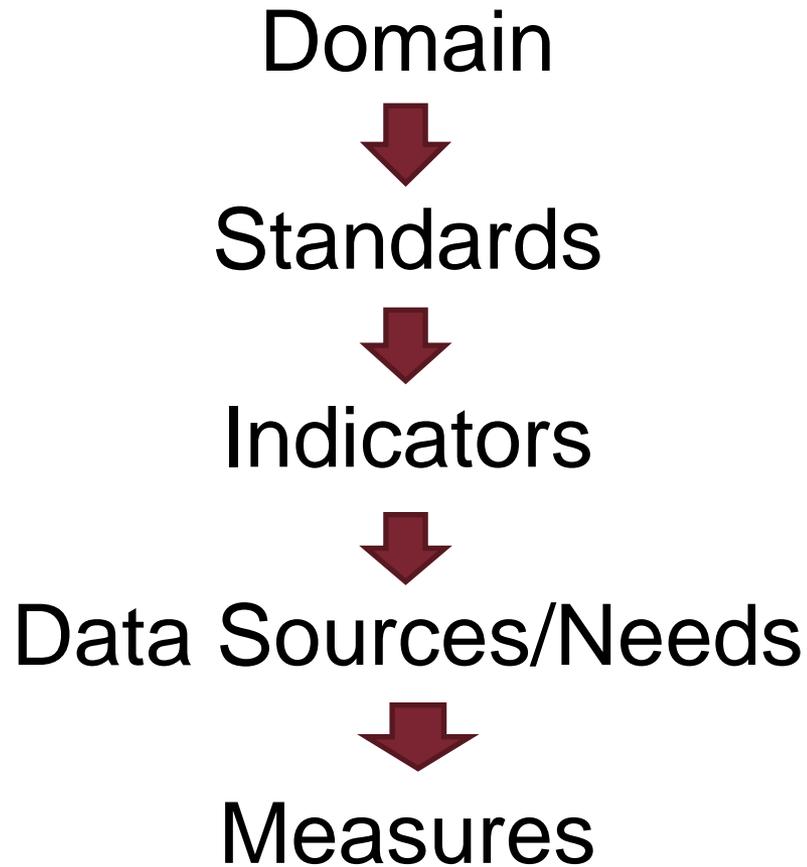
- Massachusetts Example:
 - Regulations: “The district shall adapt the indicators based on the role of the teacher to reflect and to allow for significant differences in assignments and responsibilities.” (as per [603 CMR. 35.03](#))
 - The MA framework defines Standards and Indicators of Effective Teaching Practice that are common to all teachers – including all inclusive language and additional augmentation for teachers of special populations.
 - Case load rubrics

Differentiation of the Evaluation Process

- Montgomery County, Maryland
 - The system differentiates for teachers identified as effective and those needing additional support allowing the district to stretch resources and direct efforts toward teachers in most need.
 - The system's structure ensures teachers at all levels – even those with tenure – can be compelled to participate in the evaluation process at any time.
- DC Impact

Rationale for Definition/Standards

- Explicit Performance Expectations – What teachers and administrators should know and be able to do.
 - Identifies critical aspects of performance
 - Develops indicators that defines and gauges progress toward a standard
 - Identifies questions that need to be answered to determine if teachers/administrators meet the standard
 - Identifies potential data sources/data needs



Professional Standards

- Consider the role of professional standards for teachers and administrators and, as it determines appropriate, develop a plan for recommending the adoption of such standards by the SBE.

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Defining Teacher and Leader Standards

- Essential to define both before implementation (doesn't matter which is implemented first)
 - For example, if teachers are responsible for professional growth, then there should be a level of accountability for the administrator. Has the administrator provided the resources and time for participating in professional learning?

Evaluation Framework

Student Achievement/Performance

Student Assessment

Other Student Outcomes

Student Perception

Educational Practices

Instructional Principles
*to include the 6 principles listed below

Family Engagement

Professional Responsibility

CCSSO's Interstate Assessment and Support Consortium (InTASC)

- 4 Overarching Domains
 - The Learner and Learning
 - Content Knowledge
 - Instructional Practice
 - Professional Responsibility

CCSSO's Interstate Assessment and Support Consortium (InTASC)

- The Learner and Learning
 - Standard 1: Learner Development
 - The teacher understands how learners grow and develop
 - Standard 2: Learning Differences
 - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments
 - Standard 3: Learning Environments
 - The teacher works with others to create environments that support individual and collaborative learning

CCSSO's Interstate Assessment and Support Consortium (InTASC)

- Content Knowledge

- Standard 4: Content Knowledge

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful

- Standard 5: Application of Content

- The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

CCSSO's Interstate Assessment and Support Consortium (InTASC)

Instructional Practice

- **Standard 6: Assessment**
 - The teacher understands & uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, & to guide the teacher's & learner's decision making.
- **Standard 7: Planning for Instruction**
 - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum & pedagogy
- **Standard 8: Instructional Strategies**
 - The teacher understands & uses a variety of instructional strategies

CCSSO's Interstate Assessment and Support Consortium (InTASC)

- Professional Responsibility
 - Standard 9: Professional Learning & Professional Practice
 - The teacher engages in on-going professional learning and uses evidence to continually evaluate practice...
 - Standard 10: Leadership and Collaboration
 - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other professionals...

National Board for Professional Teaching Standards

- 5 Core Propositions

- Teachers are committed to students and their learning
- Teachers know the subjects they teach and how to teach those subjects to students
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

National Board for Professional Teaching Standards

- 5 Core Propositions:
 - Teachers are committed to students and their learning
 - Teacher recognize individual differences in their students and adjust their practices accordingly
 - Teachers have an understanding of how students develop and learn
 - Teachers treat students equitably
 - Teachers' missions extend beyond developing the cognitive capacity of their students

National Board for Professional Teaching Standards

- 5 Core Propositions:
 - Teachers know the subjects they teach and how to teach those subjects to students
 - Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.
 - Teachers command specialized knowledge of how to convey a subject to students.
 - Teachers generate multiple pathways to knowledge.

National Board for Professional Teaching Standards

- 5 Core Propositions:
 - Teachers are responsible for managing and monitoring student learning.
 - Teachers call on multiple methods to meet their goals.
 - Teachers orchestrate learning in group settings.
 - Teachers place a premium on student engagement.
 - Teachers regularly assess student progress.
 - Teachers are mindful of their principal objectives.

National Board for Professional Teaching Standards

- 5 Core Propositions:
 - Teachers think systematically about their practice and learn from experience.
 - Teachers are continually making difficult choices that test their judgment.
 - Teachers seek the advice of others and draw on education research and scholarship to improve their practice.

National Board for Professional Teaching Standards

- 5 Core Propositions:
 - Teachers are members of learning communities.
 - Teachers contribute to school effectiveness by collaborating with other professionals.
 - Teachers work collaboratively with parents.
 - Teachers take advantage of community resources.

Colorado Teaching Standards

- Teachers demonstrate knowledge of the content they teach.
- Teachers establish a respectful learning environment for a diverse population of students.
- Teachers facilitate learning for their students.
- Teachers reflect on their practice.
- Teachers demonstrate leadership.
- Teachers take responsibility for student growth.

Work Time😊

- Review assigned standards (domain/broad scope) and identify:
 - Where the standards align with drafted TLC standards.
 - Identify any missing domains/standards
 - Report out
- For example:
 - Teachers take responsibility for student achievement.

Explicit Performance Expectations

- Identifies critical aspects of performance
- Develops indicators that defines and gauges progress toward a standard
- Identifies questions that need to be answered to determine if teachers/administrators meet the standard
- Identifies potential data sources/data needs

CCSSO's Interstate Assessment and Support Consortium (InTASC)

- **Performances**

- The teacher regularly assesses individual and group performance
- The teacher creates developmentally appropriate instruction

- **Essential Knowledge**

- The teacher understands how learning occurs
- The teacher identifies readiness for learning

- **Critical dispositions**

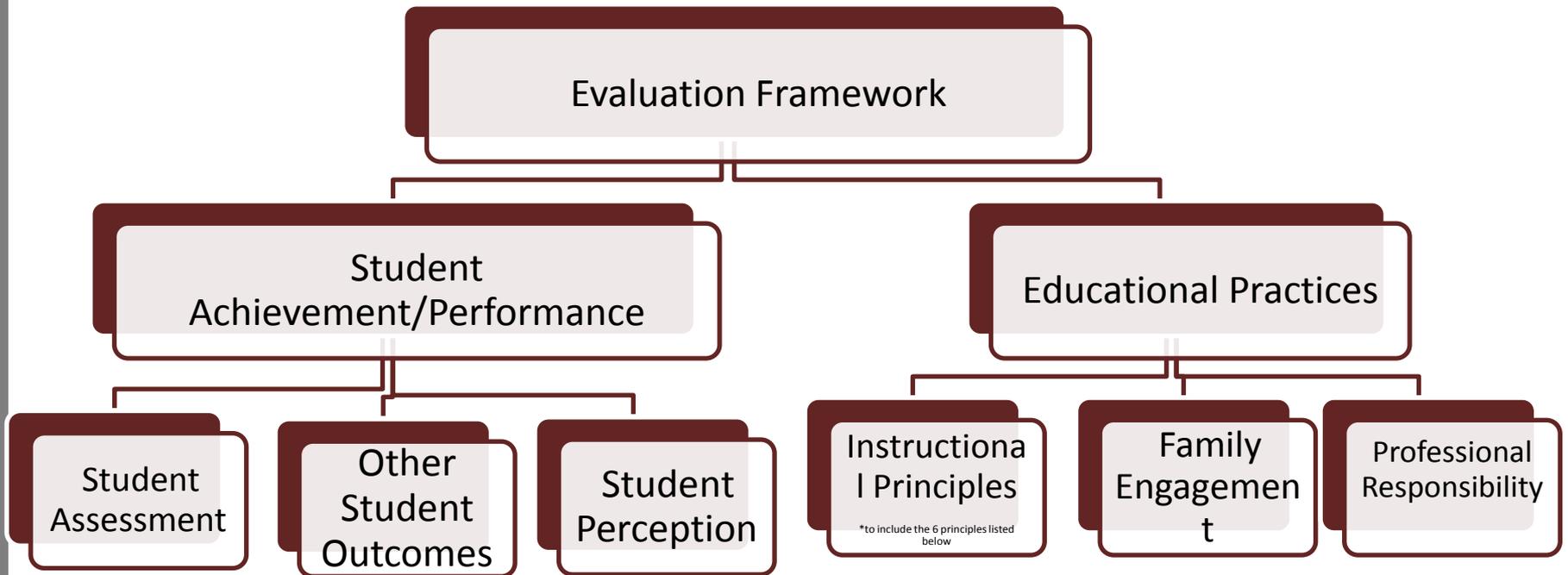
- The teacher respects learner differences
- The teacher is committed to using learning strengths

Family Engagement

- The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
 - 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

(InTASC)

Indicators of Performance



Work Time😊

- Review standards and indicators for potential overlap with the TLC standards
 - Student Achievement
 - Other Student Outcomes
 - Student Perception
 - Family Engagement
 - Professional Responsibilities

Decisions

- Adopt existing standards
- Develop Nevada specific standards
- Adopt existing standards - with a narrowed focus – within standards and/or indicators

Standard/Domain

1. Standards:
2. Indicators:
3. Questions that need answered:
4. Identify existing data sources/needs:

TQ Center Definition of Highly Effective Teacher

1. Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures.
2. Effective teachers contribute to positive academic, attitudinal, and social outcomes for students, as shown by regular attendance, self-efficacy, and cooperative behavior.

TQ Center Definition of Highly Effective Teacher

3. ET use diverse resources to plan engaging learning opportunities and structure them; to monitor student progress formatively and adapt instruction as needed, and to evaluate using multiple sources of evidence.
4. ET contribute to the development of classrooms and schools that value diversity & civic-mindedness.
5. ET collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk of failure.

Sample definitions

TLC Instructional Principles

- New learning is connected to something already learned (knowledge base, prior experience)
- Students are clear about intended learning and performance criteria
- Learning tasks have high cognitive demand for diverse learners

TLC Instructional Principles

- Students engage in meaning-making through discourse and other strategies
- Students engage in metacognitive activity.
- Assessment is integrated into teaching and learning.

Work Time😊

- Review existing standards/indicators and note overlap
- Review example Iowa Core [brief](#), [literature review](#), and [IC Map](#)

Performance Expectations and Indicators for Education Leaders

- Performance Expectations
 - Vision, Mission, and Goals
 - Teaching and Learning
 - Managing Organizational Systems and Safety
 - Collaborating with Families and Stakeholders
 - Ethics and Integrity
 - The Education System

[CCSSO document](#)

National Board Leader Standards

- Standards Document

Iowa Principal Leadership Standards

Principal Leadership Performance Review: A Systems Approach

Performance Expectations for Leaders

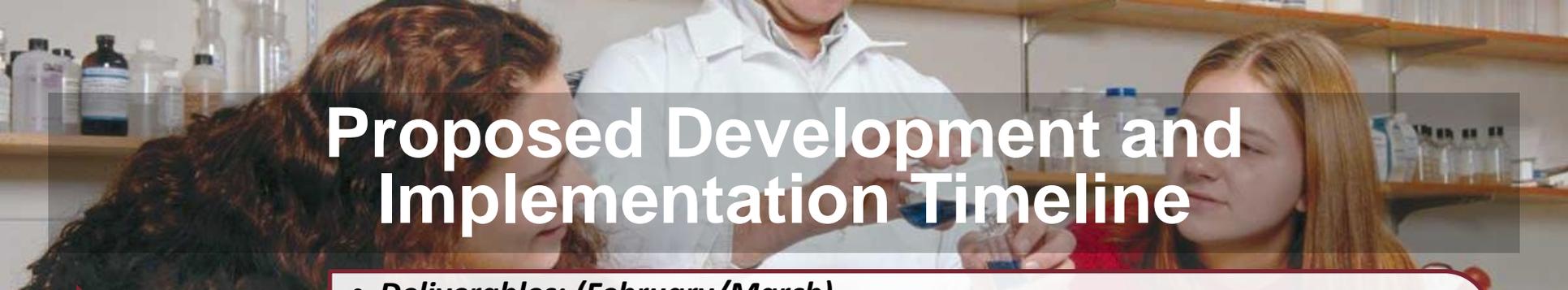
- Margaret's thoughts:

Evaluation System Goals

- Are school leaders evaluating teachers accurately?
- Are teachers generally improving their performance over time?
- Are schools retaining consistent top performing teachers at higher rates than consistently low-performing teachers?
- Are teachers receiving useful feedback based on clear expectations?

Evaluation System Goals

- Do teachers believe they are being evaluated fairly?
- Are school leaders getting the support they need to conduct accurate evaluations? (new Teacher Project)?



Proposed Development and Implementation Timeline

Teacher and Leader
Evaluation
Framework

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 - State vs. Local Control Value Statement
 - Standards Development (March) (*Developed via Subcommittee*)
 - Feedback from Stakeholder Groups (February/March)

Evaluation Process

- **Deliverables: (March/April)**
 - Draft white paper language including regulatory recommendations for :
 - specific timelines for: implementation
 - for allowance of local flexibility
 - for the approval/monitoring process and the adoption of state and/or local models.
 - for allowance of differentiation according to context, experience, performance, and/or role

Proposed Development and Implementation Timeline

Categories of Evidence

- **Deliverables: (April/May)**

- Draft white paper language including regulatory recommendations providing specifics of:
 - what needs to be included in the 50% student achievement –including negotiables/non-negotiables.
 - specific categories of evidence that will constitute the other 50% - including negotiables and non-negotiables.

Specific Indicators (Measures) of Evidence

- Review of research and documentation on potential measures.
- Selection of potential measures to be used by LEAs
- Determination if certain measures are mandatory or if parameters need to be met.
- What weight(s) will be applied to the measures – are they negotiable?
- How will each indicator of evidence be combined to obtain a rating of highly effective, effective, minimally effective, or ineffective.

Proposed Development and Implementation Timeline

Training Needs

- **Deliverables: (May/June)**

- Work with LEAs, IHEs, & RPDPs to determine training needs.
- Develop a training plan including responsible party, funding entity, and objectives.
- Determine if a train-the-trainer model would be effective.
- Determine if the state will monitor inter-rater reliability.

Professional Development & Support

- **Deliverables: (May/June)**

- Collaborate with IHEs and other professional development providers to assist the SEA and LEAs to develop training plans.
- Review existing state and local funding structures to determine how professional development resources can be aligned to support PD identified needs.
- Determine a process of continual feedback on professional growth.

Proposed Development and Implementation Timeline

System Evaluation & Support

- ***Deliverables: (May/June)***

- Develop a system of regular feedback.
- Determine how frequently the system will be formally evaluated.
- Identify existing or external resources to conduct an external assessment.
- Determine the state and LEA role in collecting regular feedback.

SEA and LEA Duties and Associated Cost

- What will constitute the NDE's responsibilities in implementation (e.g., training, data warehousing, measure development and research, monitoring LEA and teacher performance, system evaluation)?
- What will constitute LEA responsibilities in implementation (e.g., training, data warehousing, measure development and research, monitoring LEA and teacher performance, system evaluation)?
- For each responsibility, what would be the associated costs? Are there potential internal and external resources that can be reallocated or sought?
- Do the recommendations to the board need to include a request for funding?