Teachers and Leaders Council (TLC)
Proposed Development and Implementation Timeline

Content of Regulations
To be provided to State Board December, 2012

Teacher and Leader Evaluation Framework

- Agreement on Common Assumptions/Vision Statement
- Identification of Evaluation System Goals across 3-5-7-10 years
- Identification of Evaluation System Purpose across 3-5-7-10 years
- Value Statement Regarding District vs. State Models – adopt, adapt, or revise existing
- Definition of Standards
  - Standards of Evaluation
  - Teaching Standards
  - Leader Standards

Deliverables: (February/March)

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

Evaluation Process

- Will a pilot be conducted prior to implementation? If so, how will pilot sites be selected?
- Will the evaluation system be a gradual roll-out?
- If local flexibility is provided, what process will be employed to ensure evaluation standards are met with fidelity (e.g. approval process, monitoring/reporting requirements)?
- Will the evaluation "process" be differentiated according to teaching context, experience, prior performance?
- Will the TLC require evidence of stakeholder involvement in the decision process in the evaluation design?

Deliverables: (March/April)

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

Categories of Evidence

- What will constitute the 50% of student achievement data?
  - Will this include growth modeling? Other classroom based assessments? Both?
  - Will there be some flexibility in the growth measures at the local level? If so, will parameters be established to ensure valid and reliable measures?
  - Will the measures be the same for all teachers across content, context, and student population?
  - Will group or school based growth be included?
- What will constitute the other 50%?
  - Will it include use of evidenced-based instructional practices/collaborative practices/professional practice/family & student perceptions?

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.
- Draft white paper language including regulatory language recommendations for specific categories of evidence that will constitute the other 50% - including negotiables and non-negotiables.

Specific Indicators (Measures) of Evidence

- What menu of measures will the evaluation systems include and which will be negotiable/non-negotiable?
  - Demonstration of Student Growth
    - Growth modeling
    - Other classroom based measures
    - Student Learning Objectives
    - Team/School Based Growth
    - Other indicators (e.g. grad rate)
  - Demonstration of Instructional Practice
    - Observation Rubrics
    - Self-Assessments
    - Student/Parent Surveys
    - Portfolios
    - Evaluation of Artifacts

Deliverables: (May/June)

- 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.

Data Collection Needs

- Identify Data Collection Needs
  - What data are needed to inform progress toward evaluation system goals?
  - Determine the level of support needed to assist LEAS in collecting, warehousing, reporting, and interpreting evaluation data.
  - Determine the level of technical and financial support the NDE will provide to districts.

Deliverables: (May/June)

- Work with NDE IT/data personnel and district IT/data personnel to determine data collection capabilities and needs.
- Review and align efforts with AB 229.
- Review internal and external funding sources to determine available resources for data programming and software

Training Needs

- Identify Training Needs
  - Training for administrators and teachers on the evaluation process
  - Training for evaluators
  - Training on data collection and interpretation
  - Determine what level of support the NDE will provide to districts relative to training (e.g., funding, training modules, video library).

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

- How will data be used to determine professional development needs?
- How will the state ensure that all professional development efforts are research-based and provided with job-embedded supports?
- Will teacher participation in professional development and improvements in instructional practice be used as a factor in the performance evaluation?
- How will the evaluation process provide feedback to teachers, schools and districts?

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.

System Evaluation & Support

- Will the NDE develop a system of internal feedback (e.g., surveys from administrators/teachers)?
- How will outcomes be used to determine the systems' effectiveness?
- Will the NDE use an external evaluator to determine effectiveness?
- What measures need to be researched to determine their validity and reliability?
- How will the "system" be monitored for fidelity of implementation, including continuous feedback loops?

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?

Stakeholder Involvement and Communication (On-going -beginning in February, 2012)

- Determine the appropriate stakeholders to assist in designing the evaluation framework.
- Determine a method to obtain stakeholder feedback (e.g., town meetings, forums, surveys).
- Develop a mode of communication to keep stakeholder informed (e.g., website, emails, public announcements)
- Identify resources to communicate messages from the TLC.
- Identify how stakeholders will be used to determine effectiveness and need for modification.
- Determine how frequent feedback should be sought.