NV TLC Teacher Evaluation Framework

Educational Practice

Instructional Practice

Teacher behavior in the classroom that enables every student's learning.

High leverage instructional standards of practice:

1) Student- centered instruction
2) Teaching for understanding
3) Assessment for learning
4) Rigorous and relevant instruction
5) Teaching for learner differences

Professional Responsibilities

Everything a teacher does outside of instruction to influence and prepare for learning at the highest level in the classroom and promote effectiveness of the school community.

Professional responsibilities:

1) Reflection on professional growth and practice
2) Contribution to school community
3) Family Engagement
4) Professional obligations

Student Performance

Student Outcomes—50%

Students show appropriate, expected growth over time in their subject/content area. Students show proficiency in their subjects and grade level.

Categories:

1) Proficiency
2) Growth
3) Grade-level or subject-based benchmarks/ thresholds
4) Reducing gap
5) Student Engagement

Potential Measures:

- Charlotte Danielson's survey, modified
- Marzano survey, modified
- Margaret Heritage standards (Iowa CORE), modified
- Other: Parent surveys, principal/advisor observation scores and ratings, teacher/peer self-assessment

Criteria TBD
For each standard:
- Highly Effective looks like:
- Effective looks like:
- Minimally Effective looks like:
- Ineffective looks like:

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- Effective looks like:
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Potential Measures:

- CRT and HSPE (performance level/score, year-to-year growth)
- Other SEA or LEA-based measures (e.g.: attendance rates, graduation rates)
- Tripod Survey

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