DRAFT

NV TLC Teacher Evaluation Framework

Educational Practice

Instructional Practice

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

<u>High leverage instructional principles:</u>

1) New learning is connected to something already learned (knowledge base, prior experience
2) Students are clear about intended learning and performance criteria
3) Learning tasks have high cognitive demand for diverse learners
4) Students engage in meaning-making through discourse and other strategies
5) Students engage in metacognitive activity
6) Assessment is integrated into teaching and learning

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.

<u>Professional responsibilities:</u>

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

Standards of Practice—To be defined

Potential Measures:

- Observation (rubrics designed to observe learner and teacher behavior)
- Artifact Review (e.g.: lesson plans, communication logs, professional development and PLC participation, teacher self-reflection)
- Survey (student and parent)

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.

<u>Categories of data:</u>

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

Standards of Practice—To be defined

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

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