
Moving the Nevada Teacher and Administrator Frameworks from Development to Implementation

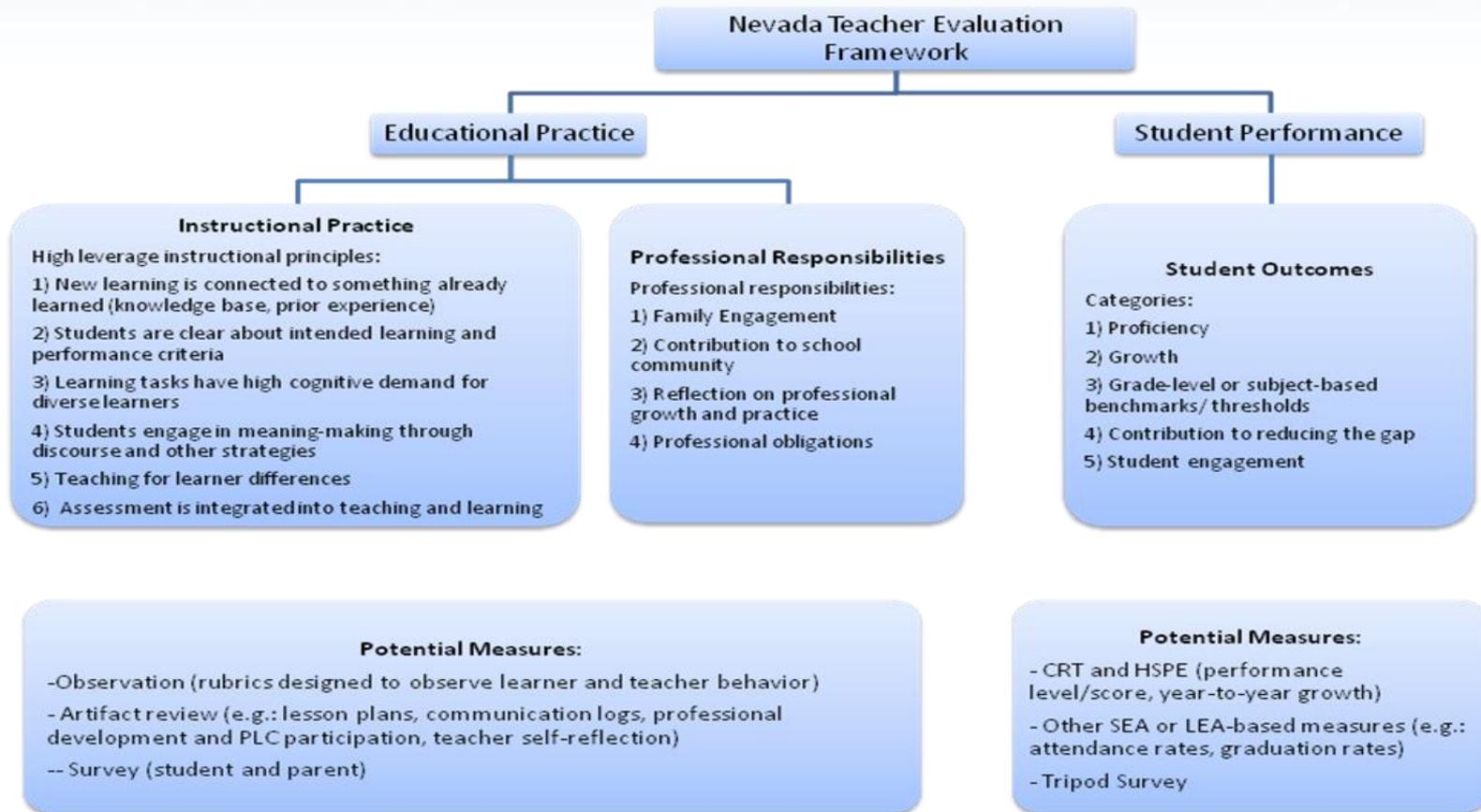
Joint Task Force Meeting
of the NV Teachers and Leaders Council

June 25-26, 2012

June 25 Agenda

1. Review the Nevada Teacher Evaluation Framework as of May 21, 2012
2. Comparing Nevada's Educational Practice Standards with Other States
3. Selecting Measures for Assessing Teacher Educational Practice
4. Developing Standards for Assessing Student Outcomes

1. Review the Nevada Teacher Evaluation Framework

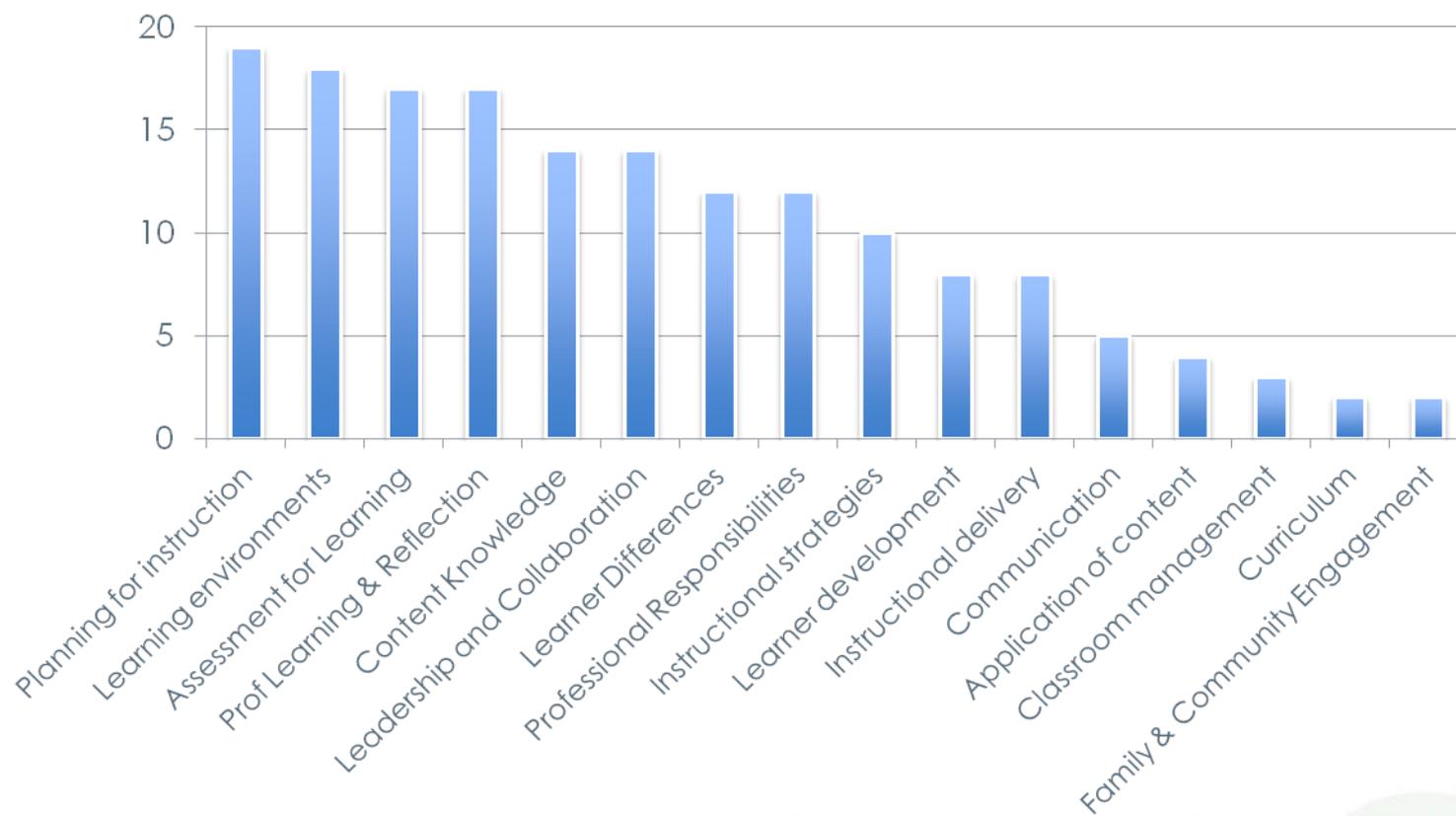


2. Comparing State Teaching Standards

Adopted Existing Standards	State Developed Standards (* ** denotes no specified standards)	
Arizona –InTASC (2011)	Colorado Teacher Quality Standard (2011)	Massachusetts Standards and Indicators of Effective Teaching Practice (2011)
Arkansas—InTASC (1998)	Delaware Professional Teaching Standards (2009)	Missouri Teacher Standards (2011)
Georgia Teacher Assessment on Performance Standards –CLASS Keys (2012)	DCPS Teaching and Learning Framework (2010)	New York State Teaching Standards (2011)
Iowa—from Teaching Standards and Criteria (2010) to InTASC	Florida Educator Accomplished Practices (2010)	North Carolina Professional Teaching Standards (2007)
Maryland—InTASC (2011)	Idaho Core Teaching Standards (2008)	Ohio Standards for the Teaching Profession (2010)
Oklahoma pilots (Marzano)	Illinois Professional Teaching Standards (1999)	Oklahoma Criteria for Evaluation of Effective Teaching and Administrative Performance
South Dakota—Charlotte Danielson Framework for Teaching (2011)	Indiana Educator Standards for School Setting Developmental Standards (2010)	Rhode Island Professional Teaching Standards (2007)
Tennessee—TAP Teaching Standards (2011)	Kentucky Teacher Standards (2008)	Pennsylvania Code of Conduct**
	Louisiana Teacher Competencies and Performance Standards (2011)	Washington Evaluation Criteria** (2012)

2. Comparing State Teaching Standards

What **high leverage principles** are states measuring?



2. Comparing State Teaching Standards

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	Students engage in meaning-making through discourse and other strategies	Students engage in metacognitive activity.	Assessment is integrated into teaching and learning
Make connections to construct new learning in order to make decisions and solve problems.	Student learning goals are clear, focused on the intended learning and communicated so all students understand the criteria for success.	Deep understanding and mastery of critical disciplinary concepts and skills are demonstrated.	Educator embeds essential concepts and skills within a discipline. He or she addresses how the concepts and skills function within the discipline and connects them to the work of professionals in the field.	Educator plans differentiated instruction that will increase students' levels of sophistication regarding the intended learning by closing learning gaps and providing extension opportunities.	Educator purposefully plans and administers assessments aligned to the intended learning that measure present level of student performance.
Instruction is designed and delivered to match students' needs based on assessment data of students' prior knowledge, readiness, individual interests, and learning preferences.	Educator regularly communicates learning goals, success criteria, and models of quality work to students in student-friendly language.	Educator sustains a focus on significant disciplinary content which reflects a deep understanding of critical disciplinary concepts, skills, and processes.	Educator requires students to apply what has been learned in an innovative manner and unfamiliar experience.	Teacher provides flexibility within content, instruction and product to allow for variances in students' acquisition and demonstration of learning.	Educator uses assessment data to determine each student's zone of proximal development, aligned to the intended learning.
Educator supports all students to independently generate connections between background knowledge and authentic experiences to construct learning in order to make decisions and solve problems.	Educator regularly facilitates student understanding or development of success criteria.	Educator consistently requires all students to perform higher order thinking, e.g., predict, hypothesize, justify, synthesize, evaluate, analyze, and predict.	Students are engaged in decision-making, have opportunities to explore topics of their choice, and co-create learning experiences to deepen their understanding of critical content.	Concepts and skills are applied to situations, issues, and problems in the world beyond school.	When more information is needed, diagnostic assessments are given to determine the appropriate instructional match for student learning.
All students independently make connections between prior knowledge and authentic experiences to construct new learning in order to make decisions and solve problems.	All students can explain the learning goals, criteria for success, and models of quality work and use them to monitor their own learning.	The educator demonstrates knowledge of students' current levels of understanding and interests, and the view that learning is a social process. The educator scaffolds learning of critical content to provide for individual needs and preferences.	Students demonstrate self regulation and take responsibility for their roles in the learning process.	All students apply concepts and skills to a situation, issue, or problem in the world beyond school. The students demonstrate an understanding of the value of applying concepts and skills to influence an audience beyond school.	Educator regularly communicates learning goals, success criteria, and models of quality work to students in student-friendly language.
			Students engage in rich and frequent collaboration with student-to-student and student-to-educator interactions around the content of instruction.	The educator asks questions that prompts students to consider how they solved problems, why they accepted or rejected ideas, and how they might solve the problem differently the next time.	Educator regularly interprets evidence to identify students or groups of students with specific learning gaps.

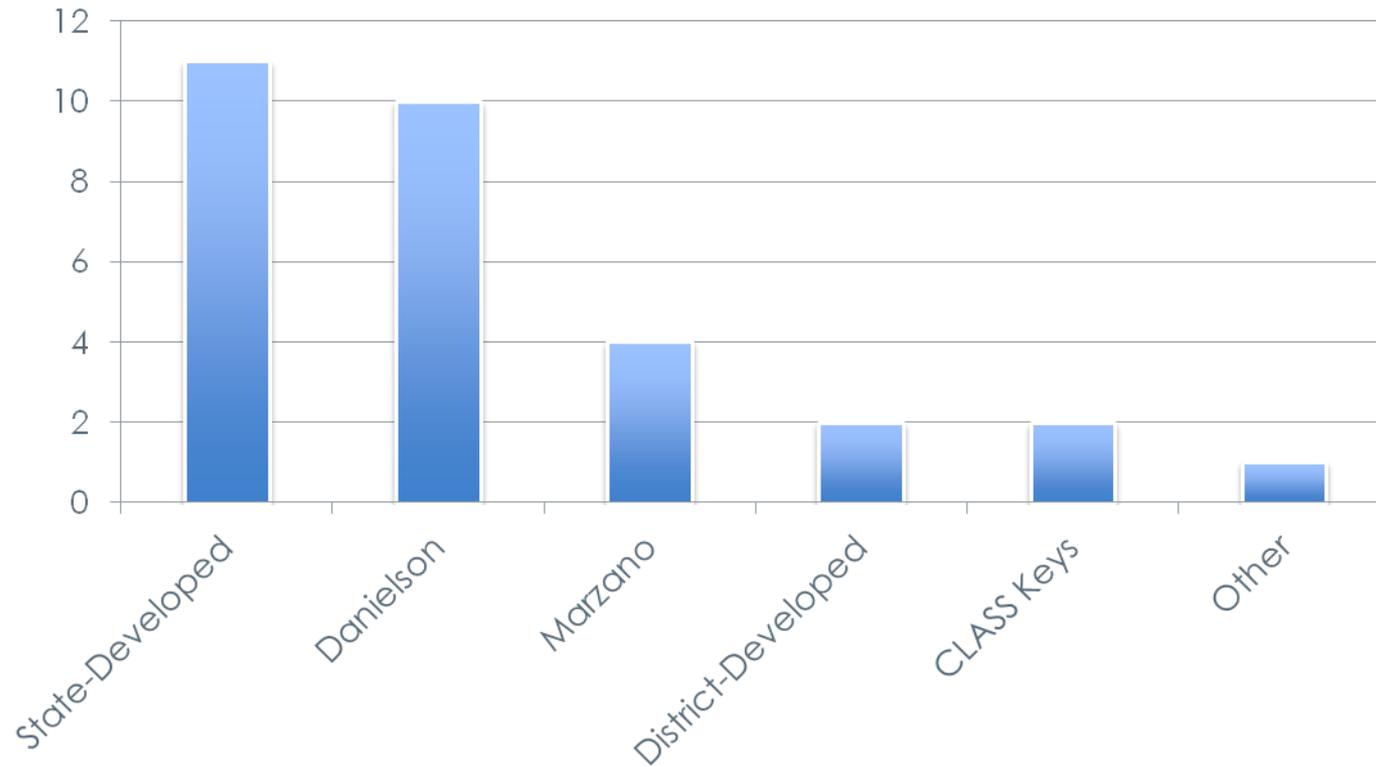
3. Selecting Measures for Assessing Teacher Educational Practice

Open questions for Nevada:

- What measure(s) will be required/allowed?
- How many observations will be required annually?
 - Will it be differentiated by years of experience?
 - Will it be differentiated by previous performance?
- Who will conduct the observations?
- Who will develop/provide the training?
 - Will the State push out a standardized training module for districts to implement or will Districts develop and train?

3. Selecting Measures for Assessing Teacher Educational Practice

What **measures** are states using to measure Educational Practice (Instructional Practice and Professional Responsibility)?



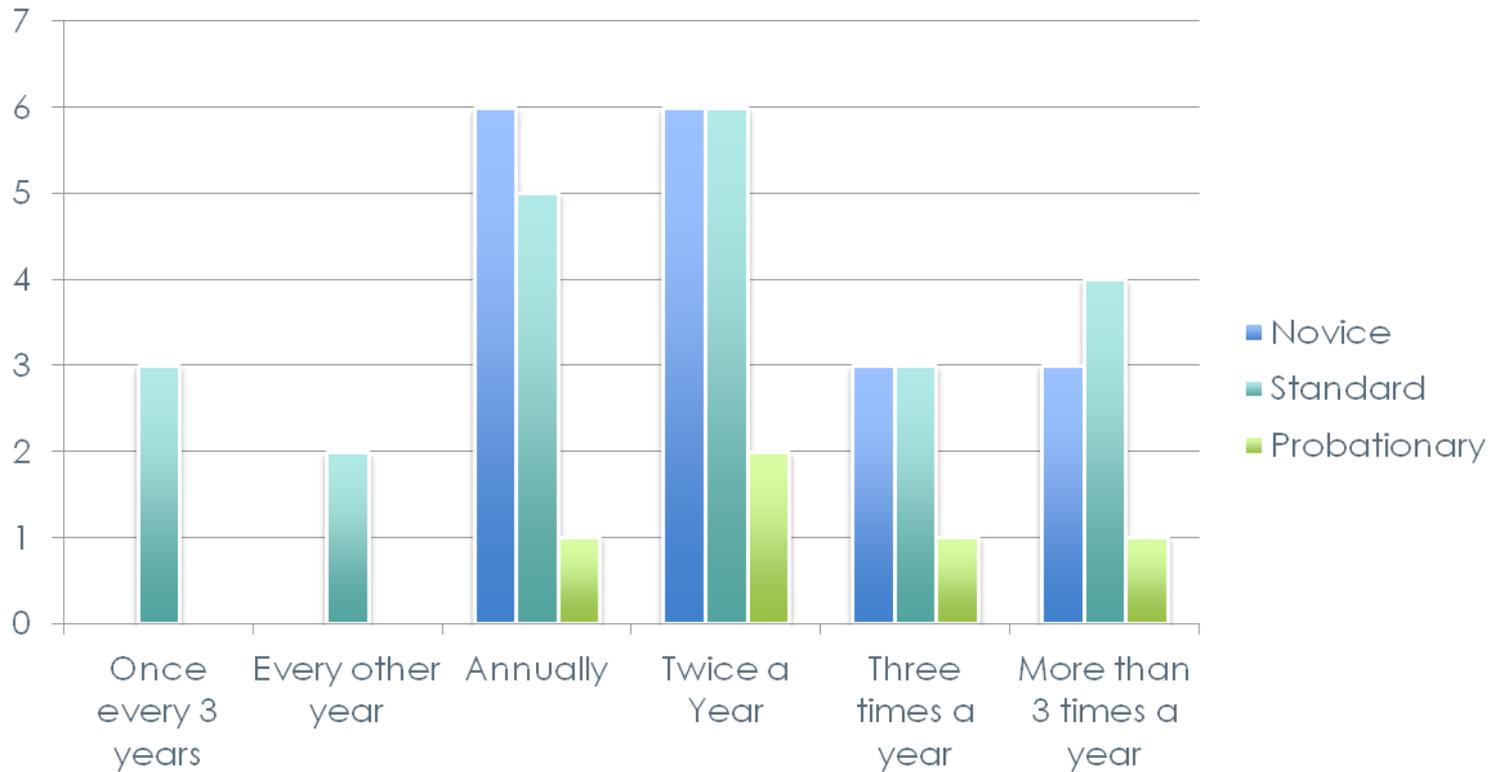
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What do the State-developed measures look like?

State	Type of Measure	Allows District Flexibility?
Colorado	Observation rubric	Yes
DC	Observation rubric	NA
Indiana	Running record of observations, Data collection by competency area	Yes
Kentucky	Observation rubric	Yes
Massachusetts	Observation rubric (TBD)	TBD
Missouri	Rubric-based observation form (TBD)	TBD
New York	Observation rubric	Yes
Ohio	Observation narrative form	Yes
Rhode Island	Observation form	Yes
South Dakota	Observation rubric	Yes: parent and student surveys, portfolios, peer review
Washington	Performance rubric	Yes

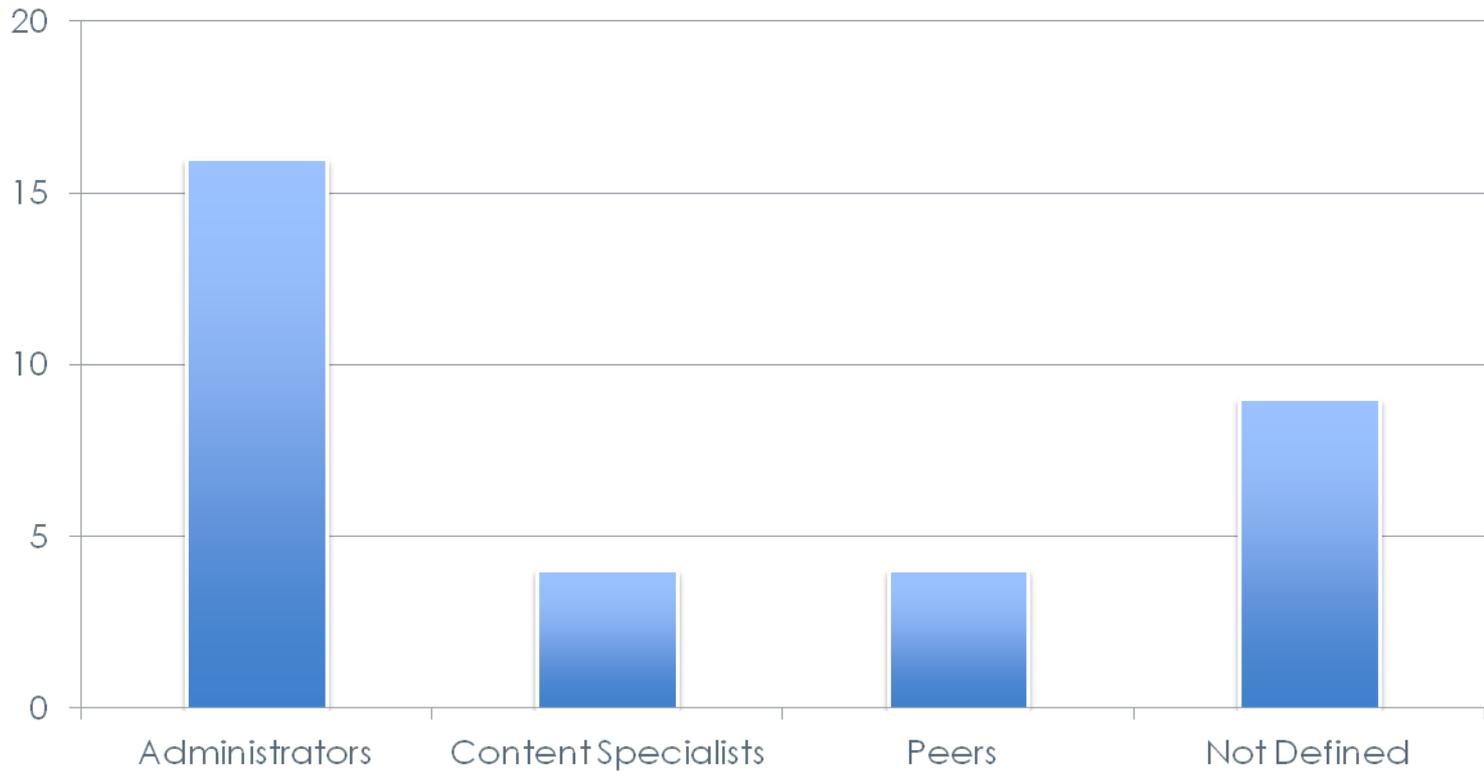
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How often do other states observe their teachers?



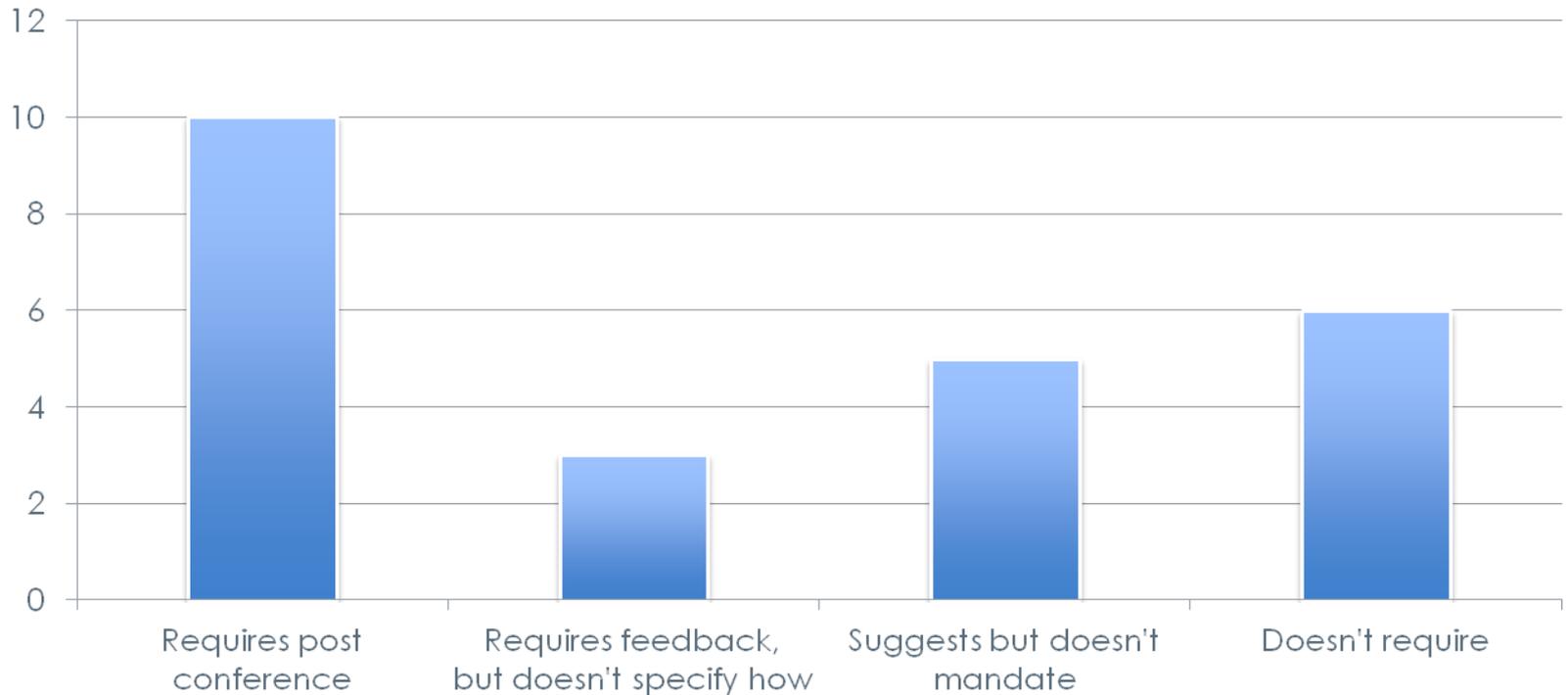
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Who evaluates teachers in other states?



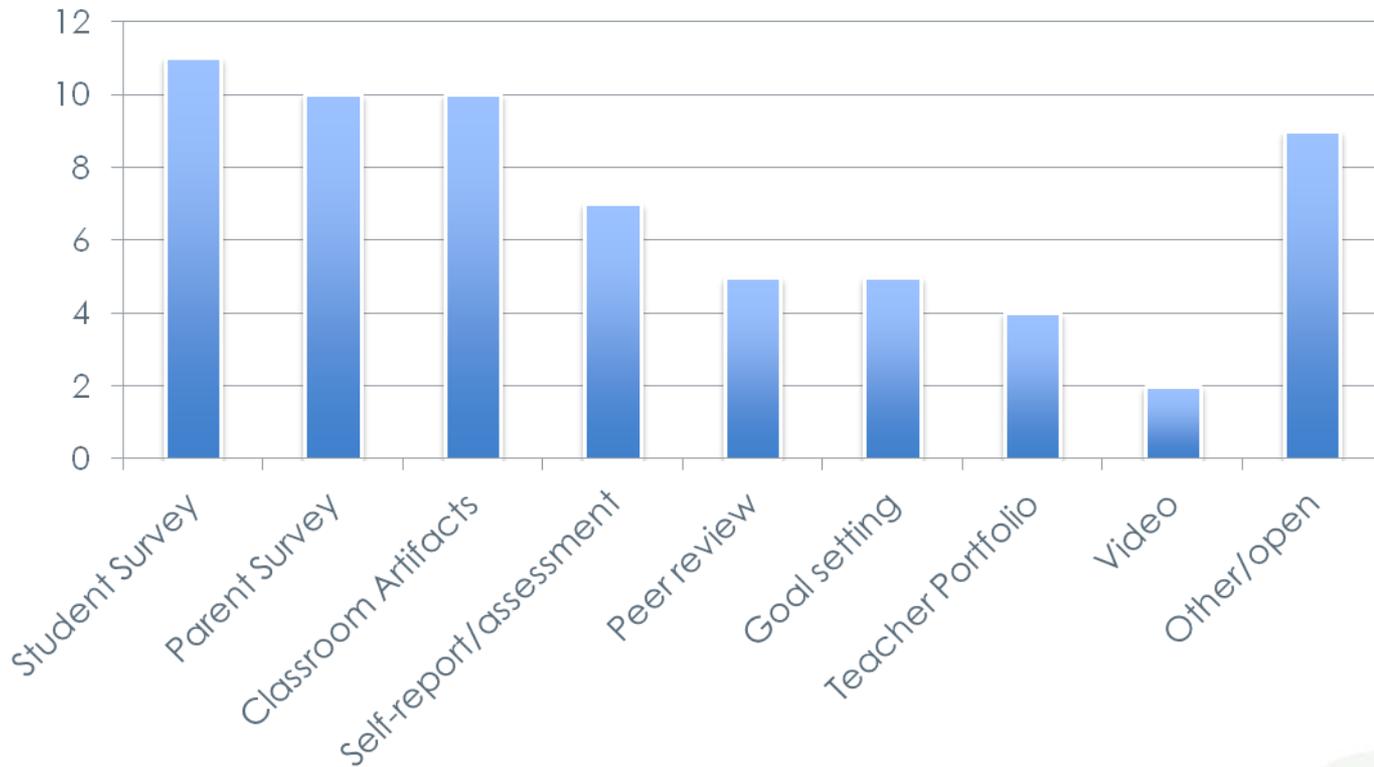
3. Selecting Measures for Assessing Teacher Educational Practice

Does the state require **post-observation conferences**?



3. Selecting Measures for Assessing Teacher Educational Practice

What **other measures** are states using to measure Educational Practice (Instructional Practice and Professional Responsibility)?



4. Developing Standards for Assessing Student Outcome

A. How do we measure Proficiency?

B. How do we measure Grade-level or Subject-based Benchmarks/Thresholds?

C. How do we measure Growth?

D. How do we measure “Contribution to Reducing the Gap”?

E. How do we measure Student Engagement?

4A-B. How do we measure Proficiency? Or Grade-level and Subject-based Benchmarks/Thresholds?



Status: A snapshot measure of student performance against a defined level of achievement, e.g.: proficiency levels, average scale score, percentile

Improvement: An evaluation of performance between cohorts over time, e.g.: this year's 6th graders as compared with last year's 6th graders.

4C. How do we measure growth

How are other states measuring growth?

For 2012-13:

- 23 of 25 responding states require growth
- 10 require Student Percentile models
 - 1 requires Student Percentiles + Gain Scores
- 10 require Value-Added models
 - 1 requires Value-Added + Gain Scores
- 3 are piloting/evaluating models

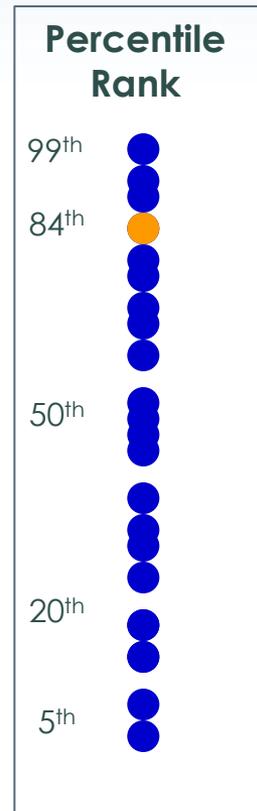
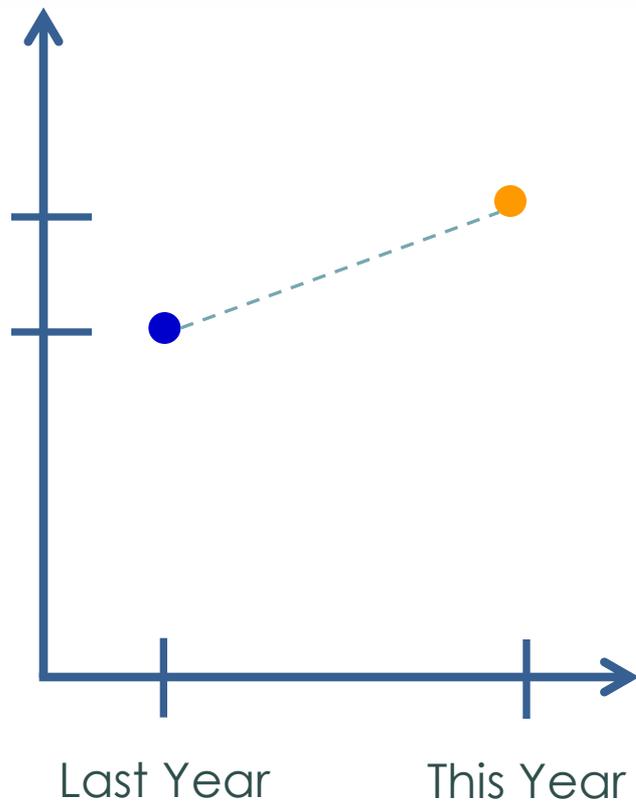
4C. How do we measure growth: Gain Scores



Growth: A measure of the amount of academic progress made over a period of time, e.g.: a school year.

A simple **gain score** can be used to assess growth.

4C. How do we measure growth: Growth Percentiles



Growth Percentiles:

Measures student progress by comparing one student's progress with the progress of other students with prior year similar scores.

Example: A student had a scaled score of 670 on the 6th grade CRT last year. Her growth percentile is her percentile rank as compared with all other students who scored similarly last year.

4C. How do we measure growth: Value-Added Models



Value-Added: Measures student progress by comparing one student's progress with their predicted progress. The more that is included in this prediction, the more complicated this model can get.

Example: A student had a scaled score of 670 on the 6th grade CRT last year. Based on the average score of 7th graders who scored a 670 on their 6th grade