

NV TLC Teacher Evaluation Model

Educational Practice

Student Achievement/Engagement

Instructional Pedagogy/ Practice
 This domain captures the following principles:

- New learning is connected to prior learning and experience
- Students are clear about objectives and performance criteria
- High expectations for diverse learners
- Students engage in meaning-making
- Assessment integrated into teaching/learning

Professional Responsibilities
 This domain captures the following principles:

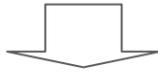
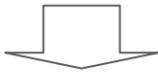
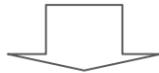
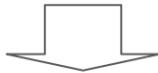
- Content knowledge
- Advocacy for students
- Professional development
- Collaboration
- Self reflection
- Leadership

Student Perception
 This domain captures the following principles:

- Students are engaged in their learning
- Students are motivated to attend, learn and participate
- Students feel encouraged to apply their knowledge to new skills
- Students feel ownership of their learning

Student Achievement
 This domain captures the following principles:

- Students show proficiency for their subject/grade level
- Students show appropriate/expected growth over time
- Teacher contributes to school effort to reduce performance gaps amongst subgroups



Categories:

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

Potential Measures:

- Student survey score(s)
- Parent survey score(s)
- Principal/Advisor observation scores
- Teacher self-assessment
- Evaluation of Artifacts
- Other

Categories:

- 1) Content knowledge
- 2) Learning environments
- 3) Facilitation of learning
- 4) Reflection on practice
- 5) Leadership

Potential Measures:

- Parent survey score(s)
- Principal/Advisor observation scores
- Principal/Advisor ratings
- Peer ratings
- Teacher self-assessment
- Other

Categories:

- 1) Caring
- 2) Captivating
- 3) Conferring
- 4) Controlling
- 5) Clarifying
- 6) Challenging
- 7) Consolidating

Potential Measures:

- Student attendance rate
- Student survey score(s)
- Other student measures()
- Parent survey score(s)
- Principal/Advisor Observation scores(s)
- Principal/Advisor ratings

Categories:

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

Potential Measures:

- CRT and HSPE performance level/score
- CRT and HSPE year-to-year academic growth
- MAP /other interim assessment scores (cannot be implemented until interim assessments are used state-wide)
- Other classroom-based measures



Criteria TBD

Criteria TBD

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Spheres: general areas of teacher impact. There are two sphere: Student Achievement/Engagement and Educational Practice.

Domains: exist within each sphere and are aligned to the general principles referenced in the InTASC Propositions, CO Teaching Standards and the NBPTS.

Categories: are specific features to be measured. **Standards** are clearly defined statements and/or illustrations of what all teachers are expected to know and do.

Indicators: the class of potential data-gathering tools such as assessments, observations, and surveys

Measures: are the specific tool(s) that will be used to assess the performance on the standards in each category. More than one measure may be tied to a single standard.

Criteria: are the specific performance thresholds that need to be met for each score/rating. The levels shown here are a sample based on the 4-tiered RTTT model