Nevada Teachers and Leaders Council

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Las Vegas

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Agenda

1) Calculating a final score
   A) Weightings within and across domains and indicators (and over time)
   B) Computing a final score

2) Proposed Timeline for Validation and Pilot Studies

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Decision Drivers

1) Statute and Regulations
2) Values
3) Research
4) Cost/Resources
5) Fairness—real and perceived
6) Technical Considerations (e.g., reliability, validity, bias, consequences)
7) Practices in other states
8) Coherence with other NV accountability programs (e.g., NV Education Performance System)
9) 1 3 5 10—currently possible/defensible vs fully desired system (indicators, supports, stakes)
10) VALUE VS. BURDEN

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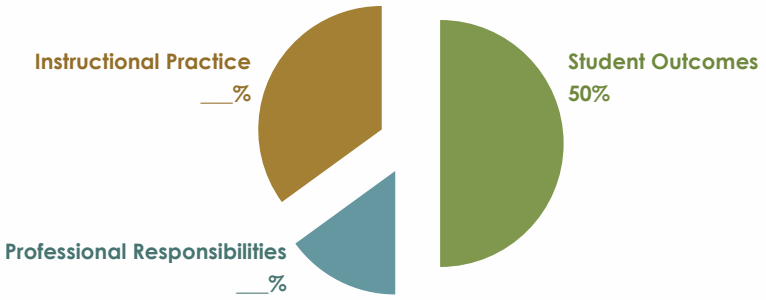
1. Calculating a Final Score: Weightings

Nevada Teacher Evaluation Framework



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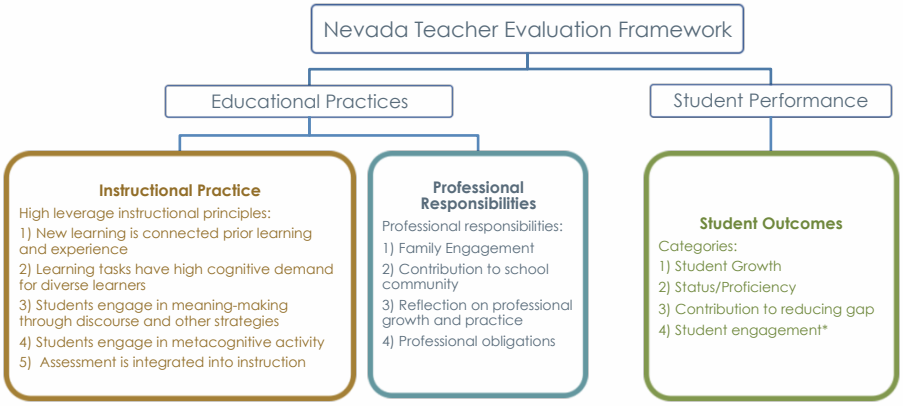

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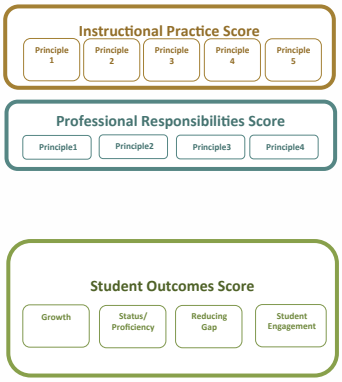

Instructional Practice/Professional Responsibilities:

- What is the weighting for these domains?
- Are each of the principles weighted equally?
- Should the system be compensatory or conjunctive ?

Student Outcomes:

- Should the system be compensatory or conjunctive ?
- What is the proper balance between Growth and Status/Proficiency?
- Does Student Engagement belong in Student Outcomes for Teachers?

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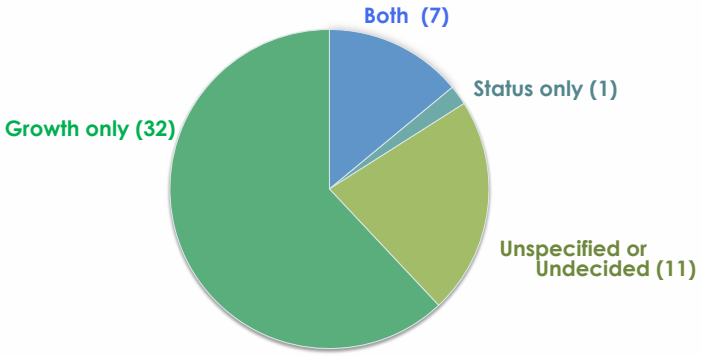
1. Calculating a Final Score: Weightings

How many states include **growth** vs. **status/proficiency** in Teacher Evaluations?



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1. Calculating a Final Score

Option 1: Sum or weighted average to determine final score

Instructional Practice
+
Professional Responsibilities
+
Student Outcomes
=
FINAL SCORE

IE	ME	E	HE

Option 2: Rate each domain/component independently; then assign weights to each domain to determine final score

Instructional Practice → | IE | ME | E | HE |

Professional Responsibilities → | IE | ME | E | HE |

Student Outcomes → | IE | ME | E | HE |

=
FINAL SCORE

IE	ME	E	HE

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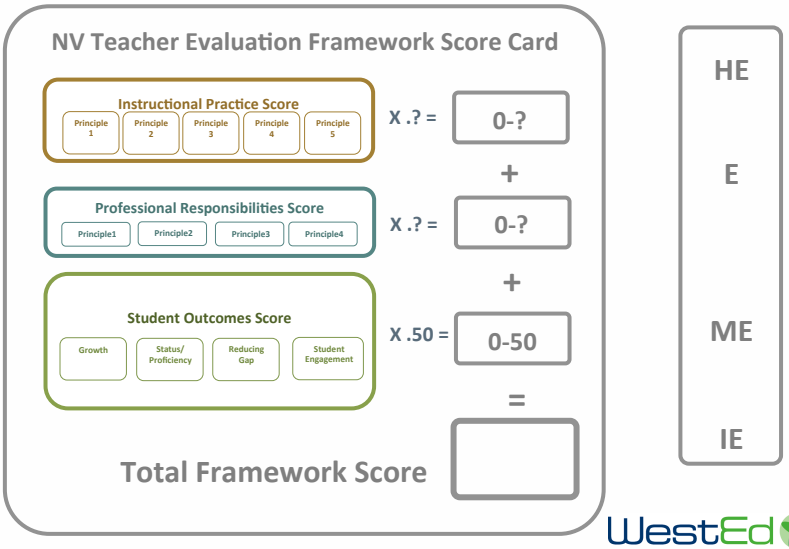
1. Calculating a Final Score



HE

E

ME

IE

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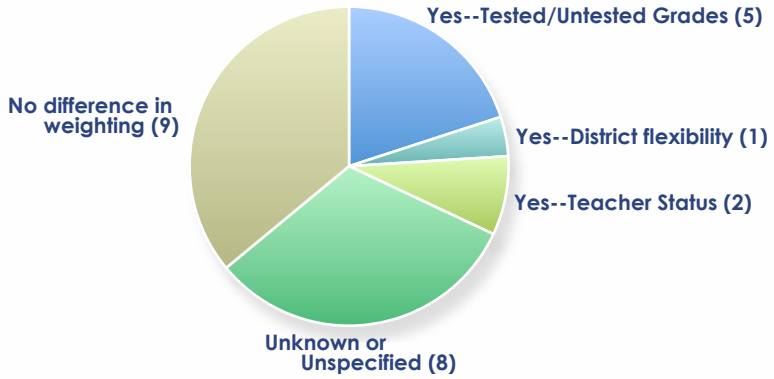
1. Calculating a Final Score: Group 3 Considerations c

Do other states vary weighting of **student growth** by teacher?



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2. Timeline for Pilot and Validation Studies

	Phase I: Spring/ Summer 2013	Phase II: Fall/ Winter 2013	Phase III: Spring/ Summer 2014	Phase IV: Fall/ Winter 2014
Data Systems (SAIN)	Validate teacher data in SAIN (completeness, ability to roster) Identify data fields needed	Prepare data systems to run full scale pilot run in Spring/Summer 2014	Incorporate all external data feeds	Full rollout to schools/teachers for input
Growth Models	Run NV Growth Model and VAM Compare growth models Identify model to use	Collect teacher- and school-level data for growth model Run 2012-13 growth scores	Run 2013-14 growth scores	Year 1 rollout
Teacher Observation Rubrics (instructional Practice	Run small pilot of full observation rubrics for feasibility and fidelity Validate observation scores against other measures (e.g.: previous scores, administrator agreement, test scores) Train all educators to use	Run full pilot of observation rubrics Feedback loop from teachers and administrators Update rubrics and training as necessary	Continue and update training Incorporate with data systems	Year 1 rollout
Professional Responsibilities	Finalize development Develop training	Run small pilot of Prof Responsibilities (overlap with observation rubric pilot for comparison)	Run full pilot of Prof Responsibilities Train all teachers	Year 1 rollout
Full Evaluation Framework	Begin rolling out high-level communication aimed at different stakeholders and including timeline	Run small simulation pilot using all data components	Run larger simulation pilot with teachers in overlap pilot Communication rollout	Year 1 rollout

The Teacher and Leader Evaluation Roadmap – Education Counsel

Indiana's Default State Scoring Model for Teachers		
Group 1 Teachers *50% or more of classes taught have growth model data* (Most 4th-8th Grade Teachers)	**Group 2 Teachers** *Fewer than 50% of classes taught (but at least 1) have growth model data* (Some Elementary & Middle Teachers)	**Group 3 Teachers** *No individual growth model data* (Most High School & PreK-3rd Teachers)
Qualitative Measures: 50%	Qualitative Measures: 60%	Qualitative Measures: 75%
Individual Growth Model: 35%	Individual Growth Model: 20%	Student Learning Objectives: 20%
Student Learning Objectives: 10%	Student Learning Objectives: 15%	Schoolwide Learning Measure: 5%
Schoolwide Learning Measure: 5%	Schoolwide Learning Measure: 5%	

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	Group 1 Teachers	Group 2 Teachers	Group3 Teachers
Instructional Practices			
Professional Responsibilities			
Student Outcomes			

Professional Practice Minimum Required Score	Student Growth Minimum Required Score	Final Rating
4	4	Excellent (8 points), no component score lower than 4
3	3	Proficient (6+ points), no component score lower than 3
2	2	Needs Improvement (4+ points), no component score lower than 2
1	1	Unsatisfactory (2+ points)

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Instructional Practice	Professional Responsibilities	Student Outcome	Final Rating
			Highly Effective
			Effective
			Minimally Effective
			Ineffective

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