Attached:
NEVADA DEPARTMENT OF EDUCATION
Nevada State Board of Education

REGULATIONS FOR ESTABLISHMENT OF A STATEWIDE PERFORMANCE EVALUATION AND SUPPORT SYSTEM FOR TEACHERS AND SCHOOL-LEVEL ADMINISTRATORS EMPLOYED BY SCHOOL DISTRICTS

PROVISIONS GOVERNING STATEWIDE PERFORMANCE EVALUATION AND SUPPORT SYSTEM FOR TEACHERS AND SCHOOL-LEVEL ADMINISTRATORS EMPLOYED BY SCHOOL DISTRICTS

NOTE:
The attached regulations include content on pages 2-12, on which the State Board of Education may take action on January 25, 2013 during a scheduled public hearing. The content included on pages 13-16, and which is shaded in gray, is not anticipated for adoption during the January 25, 2013 hearing, but instead is anticipated for discussion during a hearing and possible adoption in June 2013, following possible legislative action with regard to associated changes in Nevada Revised Statutes during the 2013 Legislative Session.

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Statutory Basis, Legislative Provisions, and Definitions

391.XXX Statement of Statutory Basis and Legislative Provisions.

1. These regulations are promulgated pursuant to NRS sections 391.460 and 391.465. NRS 391.465 requires the State Board, based upon recommendations of the Teachers and Leaders Council of Nevada, to adopt regulations establishing a statewide performance evaluation system which incorporates multiple measures of an employee's performance.

2. Pursuant to NRS 391.465, the statewide performance evaluation system must provide for an employee's overall performance to be determined to be highly effective, effective, minimally effective, or ineffective; establish criteria for making these designations; require that pupil achievement data account for at least fifty percent (50%) of the evaluation; and include an evaluation of whether the teacher or school-level administrator employs practices and strategies to engage the parents and families of pupils.

3. Pursuant to NRS 391.460, the statewide performance evaluation system must ensure that teachers and school-level administrators employed by school districts are:

   (a) Evaluated using multiple, fair, timely, rigorous and valid methods, which include evaluations based upon pupil achievement data;
   (b) Afforded a meaningful opportunity to improve their effectiveness through professional development that is linked to their evaluations; and
   (c) Provided with the means to share effective educational methods with other teachers and school-level administrators throughout this State.

391.XXX Definitions.

1. "Artifact" means documents, photographs, policies, procedures, certificates, transcripts, data, audio/video media, products, reports, plans, logs, evaluations, surveys, journals, portfolios, examples of work, newsletters, written communications, and other tangible demonstrations of performance.

2. "Category" means general areas of teacher or school-level administrator impact. For example, in the Teacher Evaluation Model the two categories are Educational Practice and Pupil Performance.

3. "Council" means the Teachers and Leaders Council of Nevada created by NRS 391.455.

4. "Department" means the Nevada Department of Education.

5. "Domain" means the primary area of focus for evaluation. For example, in the Teacher Evaluation Model, the three domains are Instructional Practices, Professional Responsibilities, and Pupil Outcomes.

6. "Educator" means a teacher or a school-level administrator as defined herein.

7. "Goal setting" means a process for improving performance. Goal setting involves analysis of where pupils, teachers, or school-level administrators are in relation to what is expected of them; setting specific, measurable goals; creating and implementing improvement strategies; monitoring progress; making adjustments to improvement strategies; and assessing progress for a specific period of time. The goal setting process constitutes a data source for evaluating school-level administrator and teacher performance in the education practice category.

8. "Guided reflection" means engaging in dialogue with a supervisor or peer through facilitated and structured self-inquiry and critical analysis of practice and experience.

9. "Indicator" means a specific activity or process demonstrated by the teacher or school-level administrator being evaluated that provides evidence of the standard being measured.

10. "Inter-rater Reliability" means the degree to which an assessment yields the same result when administered by different evaluators on the same teacher or school-level administrator at the same time.

11. "Nevada Educator Performance Framework" means the system of evaluation and support for teachers and school-level administrators, to include the collection and use of data for rating educator effectiveness and for guiding decision making on professional growth opportunities to increase educator capacity to elevate pupil performance.

12. "Other Instructional Personnel" means a licensed employee the majority of whose working time is devoted to providing supports that enable students to access the general education curriculum, and who may not provide direct instructional supports to students for the majority of their working time, to include counselors, librarians, speech language pathologists, teachers on special assignment, and others who meet the criteria established herein.

13. "Performance Evaluation Rating" means a determination of an employee's overall performance as highly effective, effective, minimally effective, or ineffective.

14. "Rubric" means a document that specifies the expectations for performance by listing the criteria and describing levels of quality associated with each performance level.

15. "School District" or "District" means a school district created pursuant to NRS 386.010.

16. "School-Level Administrator" means a school-level administrator who evaluates teachers and administers, directs, or supervises the education instructional program of the school, or a portion thereof, in any school in the state. This term does not include persons employed as district-level administrators unless such persons are also employed as school-level administrators.

17. "School-Level Administrator Evaluation Model" means the complete evaluation system that all school districts shall use to evaluate school-level administrators employed by them. The complete School-Level Administrator Evaluation Model is comprised of the following components set forth in these regulations:

    (a) The definition of school-level administrator effectiveness in section 391.XXX;
    (b) The school-level administrator instructional leadership standards and indicators in section 391.XXX;

(c) The school-level administrator professional responsibilities standards and indicators in section 391.XXX;
(d) The measures of pupil outcomes set forth in section 391.XXX;
(e) The weighting of evidence in the instructional leadership, professional responsibilities, and pupil outcomes domains in section 391.XXX;
(f) The methods for evaluating school-level administrator effectiveness in 391.XXX; and
(g) The aggregation of evidence of performance that is used to assign a school-level administrator to one of four performance evaluation ratings in section 391.XXX.

18. "Standard" means statements of what teachers and school-level administrators are expected to do.

19. "Teacher" means a licensed employee the majority of whose working time is devoted to providing direct instructional services to pupils of a school district. The term includes teachers of students in tested grades and subjects and teachers of students in non-tested grades and subjects. The term does not include other instructional personnel.

20. "Teacher of Students in Tested Grades and Subjects" means a licensed employee the majority of whose working time is devoted to providing direct instructional services to pupils of a school district and who teaches in grades and in subjects that are assessed through the Nevada Proficiency Examination Program prescribed in NRS Chapter 385.

21. "Teacher of Students in Non-Tested Grades and Subjects" means a licensed employee the majority of whose working time is devoted to providing direct instructional services to pupils of a school district and who teaches in grades and in subjects that are not assessed through the Nevada Proficiency Examination Program prescribed in NRS Chapter 385.

22. "Teacher Evaluation Model" means the complete evaluation system that all school districts shall use to evaluate teachers employed by them. The complete Teacher Evaluation Model is comprised of the following components set forth in these regulations:

(a) The definition of teacher effectiveness in section 391.XXX;
(b) The teacher instructional practice standards and indicators in section 391.XXX;
(c) The teacher professional responsibilities standards and indicators in section 391.XXX;
(d) The measures of pupil outcomes in section 391.XXX;
(e) The weighting of evidence in the instructional practice, professional responsibilities, and pupil outcomes domains in section 391.XXX;
(f) The methods for evaluating teacher effectiveness in 391.XXX; and
(g) The aggregation of evidence of performance that is used to assign a teacher to one of four performance evaluation ratings in section 391.XXX.

23. "Validation Period" means the time during which the Department will collaborate with school districts and other stakeholders to develop, validate, and improve the statewide performance evaluation system prior to implementation. The Department will engage in ongoing validation work beyond the initial validation period through monitoring of school district implementation.

School-Level Administrator Evaluation Model

391.XXX Definition of School-Level Administrator Effectiveness.

Effective school-level administrators in the state of Nevada create and sustain a focus on learning, a culture of continuous improvement, productive relationships, and structures to support effective schools. Effective school-level administrators also effectively manage human capital, engage in self-reflection and personal growth, model the fulfillment of professional obligations, and engage families and communities in supporting effective schools.

391.XXX Categories and Domains in School-Level Administrator Evaluation Model.

1. All school districts shall base their evaluations of each school-level administrator on the school-level administrator's performance in two categories:

   (a) Educational practice, and
   (b) Pupil performance.

2. Two domains of performance shall be measured within the educational practice category:

   (a) Instructional leadership, and
   (b) Professional responsibilities.

3. One domain of performance shall be measured within the pupil performance category:

   (a) Pupil outcomes.

391.XXX School-Level Administrator Standards and Indicators and Measures of Pupil Performance.

1. Standards and indicators that describe the knowledge and skills required of an effective school-level administrator shall be used to evaluate school-level administrators in the instructional leadership and professional responsibilities domains.

2. Measures of pupil performance shall be used to evaluate school-level administrators in the pupil outcomes domain.

391.XXX Standards and Indicators to Evaluate the Instructional Leadership of School-Level Administrators.

The following standards and indicators shall be used to evaluate school-level administrators in the instructional leadership domain:

1. Standard 1: Creating and sustaining a focus on learning. This standard shall be measured by the school-level administrator's performance on the following indicators:

   (a) The school-level administrator engages stakeholders in the development of a vision for high pupil achievement and college and career readiness, continually reviewing and adapting the vision when appropriate;
   (b) The school-level administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data;
   (c) The school-level administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit pupil learning and support professional growth; and
   (d) The school-level administrator systematically supports teachers' short-term and long-term planning for pupil learning through a variety of means.

2. Standard 2: Creating and sustaining a culture of continuous improvement. This standard shall be measured by the school-level administrator's performance on the following indicators:

   (a) The school-level administrator sets clear expectations for teacher and pupil performance and creates a system for consistent monitoring and follow-up on growth and development;
   (b) The school-level administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures; and
   (c) The school-level administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.

3. Standard 3: Creating and sustaining productive relationships. This standard shall be measured by the school-level administrator's performance on the following indicators:

   (a) The school-level administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community;
   (b) The school-level administrator provides opportunities for extended, productive discourse between the school-level administrator and teachers, and among teachers to support decision-making processes;
   (c) The school-level administrator structures the school environment to enable collaboration between school-level administrators and teachers and among teachers to further school goals; and
   (d) The school-level administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.

4. Standard 4: Creating and sustaining structures. This standard shall be measured by the school-level administrator's performance on the following indicators:

   (a) The school-level administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate;
   (b) The school-level administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate; and
   (c) The school-level administrator allocates resources effectively, including organizing time, to support learning goals.

391.XXX Standards and Indicators to Evaluate the Professional Responsibilities of School-Level Administrators.

The following standards and indicators shall be used to evaluate school-level administrators in the professional responsibilities domain:

1. Standard 1: Manages human capital. This standard shall be measured by the school-level administrator's performance on the following indicators:

   (a) The school-level administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner and utilizes the results of evaluations to provide supports to improve performance;
   (b) The school-level administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers;

(c) The school-level administrator supports the development of teacher leaders and provides leadership opportunities; and
(d) The school-level administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.

2. Standard 2: Self-Reflection and Professional Growth. This standard shall be measured by the school-level administrator's performance on the following indicators:

(a) The school-level administrator seeks out feedback from colleagues and staff and uses a variety of data to self-reflect and improve upon his or her practice;
(b) The school-level administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices; and
(c) The school-level administrator pursues aligned professional learning opportunities to improve his/her leadership across the school community.

3. Standard 3: Professional obligations. This standard shall be measured by the school-level administrator's performance on the following indicators:

(a) The school-level administrator models and advocates for fair, equitable and appropriate treatment of all personnel, pupils and families;
(b) The school-level administrator models integrity in all interactions with colleagues, staff, pupils, families, and the community;
(c) The school-level administrator respects the rights of others with regard to confidentiality and dignity, and engages in honest interactions; and
(d) The school-level administrator follows policies, regulations, and procedures specific to role and responsibilities.

4 Standard 4: Family and community engagement. This standard shall be measured by the school-level administrator's performance on following indicators:

(a) The school-level administrator involves families and the community in appropriate policy implementation, program planning, and assessment;
(b) The school-level administrator involves families and community members in the realization of vision and in related school improvement efforts; and
(c) The school-level administrator connects pupils and families to community health, human, and social services as appropriate.

391.XXX Measures of Pupil Performance to Evaluate School-Level Administrators.

The following measures of pupil performance shall be used to evaluate school-level administrators in the pupil outcomes domain:

1. Pupil growth;

2. Reduction of gaps in proficiency for pupil subpopulations; and

3. Pupil proficiency.

391.XXX Weighting Among Measures of School-Level Administrator Performance.

1. Measures of standards and indicators for instructional leadership shall determine thirty-five percent (35%) of a school-level administrator's overall performance evaluation rating. The weight among measures of the four standards for instructional leadership shall be equally distributed.

2. Measures of standards and indicators for professional responsibilities shall determine fifteen percent (15%) of a school-level administrator's overall performance evaluation rating. The weight among measures of the five standards for professional responsibilities shall be equally distributed.

3. Measures of pupil outcomes shall determine fifty percent (50%) of a school-level administrator's overall performance evaluation rating. The weight among measures of pupil outcomes shall be distributed as follows:

   (a) Thirty-five percent (35%) of the overall performance rating shall be derived from measures of pupil growth;
   (b) Ten percent (10%) of the overall performance rating shall be derived from measures of the reduction of achievement gaps for pupil subpopulations; and
   (c) Five percent (5%) of the overall performance rating shall be derived from measures of pupil proficiency.

391.XXX <u>Performance Evaluation Ratings and Improvement Planning for School-Level Administrators</u>.

1. Each school district shall designate the overall performance of a school-level administrator as:

   (a) Highly effective;

   (b) Effective;

   (c) Minimally effective; or

   (d) Ineffective.

2. Based on the school-level administrator's evaluation data and performance evaluation rating, each school district shall include in the evaluation of a school-level administrator a description of the supports that will be provided to assist the school-level administrator in improving instructional leadership or professional responsibilities, or both.

Teacher Evaluation System Framework

391.XXX Definition of Teacher Effectiveness.

Effective teachers in the state of Nevada connect new learning to pupils' prior learning and experience, assign tasks that have high cognitive demand for diverse learners; engage pupils in meaning-making through discourse and other strategies, engage pupils in metacognitive activity to increase understanding of and responsibility for their own learning, and integrate assessment into instruction. Effective teachers also demonstrate a commitment to the school community, engage in self-reflection and professional growth, model fulfillment of professional obligations, engage families in supporting effective schools, make clear to pupils that they want to help pupils learn, create safe and supportive learning environments, and demonstrate to pupils that they care about them as individuals.

391.XXX Categories and Domains in Teacher Evaluation Model.

1. All school districts shall base their evaluations of each teacher on the teacher's performance in two categories:

   (a) Educational practice, and
   (b) Pupil performance.

2. The following two domains of performance shall be measured within the educational practice category:

   (a) Instructional practice, and
   (b) Professional responsibilities.

3. One domain of performance shall be measured within the pupil performance category:

   (a) Pupil outcomes.

391.XXX Teacher Standards and Indicators and Measures of Pupil Performance.

1. Standards and indicators that describe the knowledge and skills required of an effective teacher and will be used to evaluate teachers in the instructional practice and professional responsibility domains.

2. Measures of pupil performance shall be used to evaluate teachers in pupil outcomes domain.

391.XXX Standards and Indicators to Evaluate the Instructional Practice of Teachers.

The following standards and indicators shall be used to evaluate teachers within the domain of instructional practice:

1. Standard 1: New learning is connected to prior learning and experience. This standard shall be measured by the teacher's performance on the following indicators:

   (a) The teacher activates all pupils' initial understandings of new concepts and skills;
   (b) The teacher makes connections explicit between previous learning and new concepts and skills for all pupils;
   (c) The teacher makes clear the purpose and relevance of new learning for all pupils; and

(d) The teacher provides all pupils opportunities to build on or challenge initial understandings.

2. Standard 2: Learning tasks have high cognitive demand for diverse learners. This standard shall be measured by the teacher's performance on the following indicators:

(a) The teacher assigns tasks that purposefully employ all pupils' cognitive abilities and skills;
(b) The teacher assigns tasks that place appropriate demands on each pupil; and
(c) The teacher assigns tasks that progressively develop all pupils' cognitive abilities and skills.

3. Standard 3: Pupils engage in meaning-making through discourse and other strategies. This standard shall be measured by the teacher's performance on the following indicators:

(a) The teacher provides opportunities for extended, productive discourse between the teacher and pupil(s) and among pupils;
(b) The teacher provides opportunities for all pupils to create and interpret multiple representations;
(c) The teacher assists all pupils to use existing knowledge and prior experience to make connections and recognize relationships; and
(d) The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all pupils.

4. Standard 4: Pupils engage in metacognitive activity to increase understanding of and responsibility for their own learning. This standard shall be measured by the following indicators:

(a) The teacher and all pupils understand what pupils are learning, why they are learning it, and how they will know if they have learned it;
(b) The teacher structures opportunities for self-monitored learning for all pupils; and
(c) The teacher supports all pupils to take actions based on the pupils' own self-monitoring processes.

5. Standard 5: Assessment is integrated into instruction. This standard shall be measured by the teacher's performance on the following indicators:

(a) The teacher plans on-going learning opportunities based on evidence of all pupils' current learning status;
(b) The teacher aligns assessment opportunities with learning goals and performance criteria;
(c) The teacher structures opportunities to generate evidence of learning during the lesson of all pupils; and
(d) The teacher adapts actions based on evidence generated in the lesson for all pupils.

391.XXX Standards and Indicators to Evaluate the Professional Responsibilities of Teachers.

The following standards and indicators shall be used to evaluate teachers in the professional responsibilities domain:

1. Standard 1: Commitment to the school community. This standard shall be measured by the teacher's performance on the following indicators:

(a) The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all pupils;
(b) The teacher takes and active role in building a professional culture that supports school and district initiatives; and
(c) The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all pupils.

2. Standard 2: Self-reflection and professional growth. This standard shall be measured by the teacher's performance on the following indicators:

(a) The teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice;
(b) The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community; and
(c) The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.

3. Standard 3: Professional obligations. This standard shall be measured by the teacher's performance on the following indicators:

(a) The teacher models and advocates for fair, equitable, and appropriate treatment of all pupils and families;
(b) The teacher models integrity in all interactions with colleagues, pupils, families, and the community; and
(c) The teacher follows policies, regulations, and procedures specific to role and responsibilities.

4. Standard 4: Family engagement. This standard shall be measured by the teacher's performance on the following indicators:

(a) The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs and include parent/guardian requests and insights, about the goals of instruction and pupil progress;
(b) The teacher values, respects, welcomes, and encourages pupils and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to pupil learning; and
(c) The teacher informs and connects families and pupils to opportunities and services according to pupil needs.

5. Standard 5: Pupil perception. This standard shall be measured by pupil reports on the teacher's performance for the following indicators:

(a) The pupils report that the teacher helps them learn;
(b) The pupils report that the teacher creates a safe and supportive learning environment; and
(c) The pupils report that the teacher cares about them as individuals and their goals or interests.

391.XXX Measures of Pupil Performance to Evaluate Teachers.

The following measures of pupil performance shall be used for evaluation of teachers within the domain of pupil outcomes:

1. Pupil growth;

2. Reduction of gaps in proficiency for pupil subpopulations; and

3. Pupil proficiency.

391.XXX Weighting Among Measures of Teacher Performance.

1. Measures of standards and indicators for instructional practice shall determine thirty-five percent of a teacher's overall performance evaluation rating. The weight among measures of the five standards for instructional practice shall be equally distributed.

2. Measures of standards and indicators for professional responsibility shall determine fifteen percent of a teacher's overall performance evaluation rating. The weight among measures of the five standards for professional responsibility shall be equally distributed.

3. Measures of pupil outcomes shall determine fifty percent of a teacher's overall performance evaluation rating. The weight among measures of pupil outcomes shall be distributed as follows:

   (a) Thirty-five percent (35%) of the overall performance rating shall be derived from measures of pupil growth;
   (b) Ten percent (10%) of the overall performance rating shall be derived from measures of the reduction of achievement gaps for pupil subpopulations; and
   (c) Five percent (5%) of the overall performance rating shall be derived from measures of pupil proficiency.

391.XXX Performance Evaluation Ratings and Improvement Planning for Teachers.

1. Each school district shall designate the overall performance of a teacher as:

   (a) Highly effective;

   (b) Effective;

   (c) Minimally effective; or

   (d) Ineffective.

2. Based on the teacher's evaluation data and performance evaluation rating, each school district shall include in the evaluation of a teacher a description of the supports that will be provided to assist the teacher in improving instructional practice or professional responsibilities, or both.

Development, Validation, and Implementation of
Statewide Performance Evaluation System for Teachers and School-Level Administrators

391.XXX Timelines for Development or Acquisition, Validation, and Implementation of Methods and Tools for Evaluation.

1. The Department shall, not later than June 30, 2015, develop or acquire and validate, as necessary, methods and tools for evaluating school-level administrators and teachers within the categories of educational practice and pupil performance.

   (a) A representative sample of school districts shall, not later than the 2013-2014 school year, participate in the Department's validation of methods and tools for evaluating school-level administrators and teachers.

   (b) Each school district shall, not later than the 2014-2015 school year, participate in the Department's validation of methods and tools for evaluating school-level administrators and teachers.

   (c) During the 2013-2014 and 2014-2015 school years, school districts the existing personnel evaluation system in place in the participating school district.

2. Sections 391.XXX through 391.XXX of these regulations are effective through June 30, 2015.

3. The State Board of Education shall, on or before July 1, 2015, adopt final regulations establishing the validated methods and tools for evaluating school-level administrators and teachers in the categories of educational practice and pupil performance.

4. Each school district shall, not later than the 2015-2016 school year, implement the statewide performance evaluation system for teachers and school-level administrators.

5. The Department shall, not later than June 30, 2015, develop and implement a system to monitor school district implementation of the statewide performance system for teachers and school-level administrators, to include monitoring inter-rater reliability for scoring standards and indicators, and continuing validation of the methods used to evaluate school-level administrators and teachers.

391.XXX Development and Validation of Methods for Evaluating the Performance of School-Level Administrators and Teachers in the Educational Practice Category.

1. The performance of school-level administrators in the **instructional leadership domain** and the performance of teachers in the **instructional practice domain** shall be measured based upon the following data focused directly on standards and indicators:

   (a) Observations of performance, including teacher observations as follows:

      (1) For probationary, minimally effective, and ineffective teachers, three observations per year, with a pre-evaluation conference held prior to the first observation, and observations conducted as follows:

         a. First observation within the first forty (40) days of the start of instruction;

         b. Second observation no later than eighty (80) days from the start of instruction; and

         c. Third observation within one hundred twenty (120) days of the start of instruction.

(2) For post-probationary, effective teachers, two observations per year, with a pre-evaluation conference held prior to the first observation, and observations conducted as follows:

a. First observation within the first eighty (80) days of the start of instruction; and

b. Second observation no later than one hundred twenty (120) days of the start of instruction.

(3) For post-probationary, highly effective teachers, one observation per year, with a pre-evaluation conference held prior to the first observation and recommended to be held within fifty (50) days of the start of instruction, and the observation conducted within the first one hundred twenty (120) days of the start of instruction.

(b) Reviews of artifacts, which may include documents, photographs, policies, procedures, certificates, transcripts, data, audio/video media, products, reports, plans, logs, evaluations, surveys, journals, portfolios, examples of work, newsletters, written communications, and other tangible demonstrations of performance;

(c) Self-assessment, which may include guided reflection, self-responded questionnaires, peer feedback, journals, media recordings of teaching, or pupil feedback; and

(d) Goal setting, including developing, implementing, and assessing annual goals for improvement.

2. The performance of school-level administrators and teachers in the **professional responsibilities domain** shall be measured based upon the following data focused directly on standards and indicators:

(a) Reviews of artifacts, which may include documents, photographs, policies, procedures, certificates, transcripts, data, audio/video media, products, reports, plans, logs, evaluations, surveys, journals, portfolios, examples of work, newsletters, written communications, and other tangible demonstrations of performance;

(b) Self-assessment, which may include guided reflection, self-responded questionnaires, peer feedback, journals, media recordings of teaching, or pupil feedback; and

(c) Goal setting, including developing, implementing, and assessing annual goals for improvement.

3. The Department shall, not later than June 30, 2015, develop or acquire and validate, as necessary, tools for evaluating and improving the performance of school-level administrators and teachers, including but not limited to:

(a) Rubrics describing expectations for performance to be measured in observations and review of artifacts;

(b) Protocols to guide and score observations;

(c) Protocols to guide pre- and post-observation conferences;

(d) Protocols to guide pre- and post-evaluation conferences;

(e) Instruments and techniques to facilitate self-assessment; and

(f) Protocols to evaluate goal setting.

4. Methods for using tools to evaluate school-level administrators and teachers shall be subject to modification as the result of validation work during the 2013-2014 and 2014-2015 school years.

391.XXX <u>Development and Validation of Methods for Evaluating Performance of School-Level Administrators and Teachers in the Pupil Performance Category</u>.

1. The performance of school-level administrators and teachers in the **pupil outcomes domain** shall be measured based upon the following data:

   (a) Pupil growth;

   (b) Reduction of gaps in proficiency for pupil subpopulations; and

   (c) Pupil proficiency.

2. The Department shall, not later than June 30, 2015, design and validate methods for using aggregated and disaggregated data derived from test results from statewide assessments administered at grades three through eight and grade eleven in reading/language arts and mathematics to evaluate school-level administrators and teachers.

   (a) For teachers, the methods shall provide for a differentiated evaluation framework for teachers in two groups:
      (1) Teachers in state-tested grades and subjects as defined by NRS 391.111; and
      (2) Teachers in non-state tested subjects and grades as defined by NRS 391.111.

   (b) Three years of pupil achievement data shall be used to maximize the validity and reliability of using pupil outcomes to measure school-level administrator and teacher effectiveness.

   (c) Methods for using aggregated and disaggregated pupil outcome data to evaluate school-level administrators and teachers shall be subject to modification as the result of validation work during the 2013-2014 and 2014-2015 school years.

391.XXX <u>Development and Validation of Scoring Matrix</u>.

1. The Department shall, not later than June 30, 2015, develop and validate an evaluation scoring matrix to designate a performance evaluation rating for school-level administrators and teachers. The scoring matrix will analyze scores obtained from:

   (a) observations;
   (b) artifact review;
   (c) self-assessment;
   (d) goal setting; and
   (e) pupil outcomes

   to obtain a single score for assigning a performance evaluation rating.

2. The scoring matrix shall be based on recommendations from the Teachers and Leaders Council and information gathered from the validation of the Statewide Performance Evaluation and Support System for Teachers and School-Level Administrators during the validation period.

3. The scoring matrix shall blend conjunctive components, where set scores are used to measure particular standards, indicators, and pupil outcomes, with compensatory components, where strength in one area may compensate for weakness in another.

4. School districts must evaluate school-level administrators and teachers based on performance addressing the standards, indicators, and pupil performance measures established in 391.XXX, 391.XXX, 391.XXX, and 391.XXX. School districts must

either adopt the tools validated by the Department, including protocols, rubrics, instruments, and techniques described in 391.XXX, or submit applications to the Department for local flexibility in the use of evaluation tools.

5. The Department shall create a process for school districts to apply for local flexibility in the use of evaluation tools. At a minimum, the process will require that applications must include the school district's proposed tools to evaluate performance that are aligned with the standards, indicators, and pupil performance measures established in 391.XXX, 391.XXX, 391.XXX, and 391.XXX. The applications must also describe the process for incorporating into the state scoring matrix the scores derived from the school district's measures of standards, indicators, and pupil performance.

6. The design of the scoring matrix used to evaluate school-level administrators and teachers shall be subject to modification as the result of validation work during the 2013-2014 and 2014-2015 school years.