



TO: Roger Breed, Ed.D.
Commissioner of Education

FROM: Donlynn Rice, Administrator, Curriculum and Instruction
Jim Havelka, Havelka Educational Services

SUBJECT: Teacher and Principal Effectiveness

Proposed Board Action:

Approve Leadership Committee Recommendations for Teacher Principal Evaluation Models

Background Information:

In February 2012, the State Board authorized the development of evaluation models for teachers and principals based on the Nebraska Framework for Teacher and Principal Effectiveness. On October 1 - 2, 2012, the Leadership Committee for Teacher and Principal Evaluation met to determine recommendations for the State Board in the following areas: General Recommendations, Recommendations on the Teacher Evaluation Model, Recommendations on the Principal Evaluation Model, and Procedural Recommendations. Approving the Leadership Committee's recommendations will provide direction to the next step of the process; the Design/Pilot Phase of the project. Twenty one school districts from across the state are ready and willing to participate in this phase. The recommendations will instruct the design of various processes, evaluation instruments and templates.

Estimated Cost:

To be determined

Supporting Documentation Included:

Leadership Committee Recommendations

For Additional Information on this item:

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Nebraska Teacher and Principal Model Evaluation Project Leadership Committee Recommendations

In February, 2012, the State Board of Education charged the Nebraska Department of Education with developing teacher and principal evaluation models based on the *Nebraska Teacher and Principal Performance Framework* for voluntary use by local districts. The first phase of this project involved convening a Leadership Committee drawn from Nebraska stakeholder groups to develop recommendations of best practice to guide the development of the evaluation models. These recommendations comprise the “design principles” for the teacher and principal evaluation models. They are based on information gathered by the Leadership Committee during a series of meetings held with nationally recognized speakers over a six-month period. Department staff, consultants, and a representative of the federal regional education laboratory facilitated the meetings. Once adopted, the recommendations will go to the project’s Design/Pilot Committee for guidance in developing the evaluation models for piloting in the 2013-14 school year. Some of the recommendations include directions to the Design/Pilot Committee and those are italicized.

General Recommendations - Section 1

The Leadership Committee recommends the following:

- A. **That the evaluation models be part of a larger educator effectiveness initiative based on the *Nebraska Teacher and Principal Performance Framework*.** Other elements of such an initiative should include rigorous national and state standards for teacher and principal preparation and initial certification, statewide induction and mentoring programs, and targeted professional development. The induction and mentoring program for teachers and principals should include staff development and training on the evaluation models.
- B. **That the primary purpose of the evaluation models should be the improvement of instruction and leadership leading to increased student achievement.**
- C. **That the evaluation models should include both ongoing formative components and a summative component.** The formative components are designed for the purpose of fostering professional growth and improved practice and the summative component for periodic evaluation of teacher performance for the purpose of making employment decisions.
- D. **That the evaluation models should focus on classroom teachers and principals/assistant principals.** Districts can modify the models as necessary in order to evaluate educational specialists and other administrators.
- E. **That the criteria for teacher and principal effectiveness in the evaluation models be based on the Effective Practices in the *Nebraska Teacher and Principal Performance Framework* used in conjunction with nationally recognized instructional and leadership practice frameworks.**
- F. **That the evaluation models should assess multiple measures of teacher and principal performance.** These include measures of instructional and leadership practice, measures of student learning and school performance, and measures of professional responsibility. These measures are more specifically defined in Sections Two and Three.
- G. **The creation of a Design/Pilot Committee comprised of teachers and administrators from pilot districts, ESU staff developers, and various other members as may be appropriate.** *The purpose of the Design/Pilot Committee shall be to develop the specific documents and other materials necessary to implement the models and to plan for the piloting and implementation processes. In addition, it is recommended that each pilot district convene a local evaluation project committee consisting of local administrators and teacher leaders to coordinate implementation of the Nebraska models within its district.*

Recommendations on the Teacher Evaluation Model – Section 2

The Leadership Committee recommends the following:

- A. ***That the Design/Pilot Committee should determine an appropriate evaluation cycle for the teacher evaluation model.*** The length of the evaluation process shall not exceed one year for probationary teachers and shall be based on at least one full-period observation and an evaluation each semester as required by law; the full evaluation process for permanent teachers may be an annual or multi-year cycle as determined by the local school district.
- B. **That the evaluation of overall professional practice in the teacher model be based on rubrics established for the Effective Practices in the *Nebraska Teacher Performance Framework*:**
 - (1) Foundational Knowledge
 - (2) Planning and Preparation
 - (3) The Learning Environment
 - (4) Instructional Strategies
 - (5) Assessment
 - (6) Professionalism
 - (7) Vision and Collaboration
- C. **That the assessment of instructional practices in the teacher evaluation model be based on either of two nationally recognized frameworks.** These are Charlotte Danielson’s *Framework for Teaching* and Robert Marzano’s *Causal Teacher Evaluation Model*. *Pilot districts shall select one of the two frameworks as the basis for classroom observation and the evaluation of instructional practice.*
- D. **That the instructional practice and leadership practice frameworks previously cited be aligned to the *Nebraska Teacher Performance Framework* so that the results of observations based on the national frameworks can be directly linked to the Effective Practices in the *Nebraska Framework*.**
- E. ***That the Design/Pilot Committee should provide for appropriate conferencing and feedback in conjunction with classroom observations in the teacher evaluation model.***
- F. **That the evaluation of teacher performance in the model be based on data gathered through a variety of means.** Data-gathering activities shall consist of multiple observations of instructional practice and the compilation of other evidence of teacher performance. Evidence may include, but is not limited to, the following:
 - a. analysis of artifacts that demonstrate teacher work performance;
 - b. results of student and/or parent surveys;
 - c. classroom climate and culture assessments;
 - d. multiple assessments and selected artifacts of student learning;
 - e. annual professional goals and development plans.
- G. **That the teacher evaluation model should include the assessment of measures of student learning based on one or more student learning objectives in the teacher’s primary teaching assignment or subject area.** *The Design/Pilot Committee shall create a protocol for developing and assessing goals based on student learning. The protocol shall be designed to ensure collaboration between teachers and evaluating administrators in the assessment of the student learning.*

Section 2 (Continued)

- H. **That the teacher evaluation model should include the analysis of multiple measures of student learning.** Examples of such measures might include standardized test scores, local district assessments, classroom assessments, student work, projects, teacher-generated information about student growth and goals, and other formative and summative student assessments.
- I. **That the teacher evaluation model should include a measure of student perception with data gathered through a commercial or locally developed survey.** *Examples of surveys the Design/Pilot Committee might consider include: The Tripod Survey, Gallup Student Engagement or Teacher Pulse Surveys, AdvancEd student surveys, Robert Marzano’s student survey questions, or locally developed surveys.*
- J. **That in addition to measures of instructional practice, measures of student learning, and measures of professional responsibility, the teacher evaluation model should include, but not be limited to, these components:**
- a. a procedure for self-assessment and reflection;
 - b. one or more annual professional goals determined in collaboration with the teacher’s evaluator;
 - c. an annual individual professional development plan based in part on the teacher’s evaluation results, and
 - d. timelines for the evaluation process.
- K. **That the summative evaluation component for teachers should include ratings at four levels of performance for each of the areas listed below:**
- a. the seven (7) Effective Practices in the *Nebraska Teacher Performance Framework*;
 - b. a rating for effectiveness in achieving student learning objectives;
 - c. a rating for effectiveness in achieving professional goal(s);
 - d. a rating for performance of duties assigned in the local job description, and
 - e. an holistic rating based on the evaluator’s analysis of the teacher’s overall performance.
- L. ***That the Design/Pilot Committee be responsible for developing procedures and appropriate documents for teachers who receive ratings indicating less than proficient performance. Such procedures and documents shall address assistance, remediation, and support for improvement.***

Recommendations on the Principal Evaluation Model – Section 3

The Leadership Committee recommends the following:

- A. ***That the Design/Pilot Committee should determine an appropriate evaluation cycle for the principal evaluation model.*** The length of the evaluation process shall not exceed one year for probationary principals and shall be based on at least one full-period observation of employee performance and an evaluation each semester as required by law. The full evaluation process for permanent principals may be an annual or multi-year cycle as determined by the local school district.
- B. **That the evaluation of overall professional practice in the principal model be based on rubrics established for the effective practices of the *Nebraska Principal Performance Framework*:**
- (1) Vision for Learning
 - (2) Continuous school improvement
 - (3) Instructional Leadership
 - (4) Culture for Learning
 - (5) Systems Management
 - (6) Staff Leadership
 - (7) Developing Relationships
 - (8) Professional Ethics and Advocacy
- C. **That the assessment of leadership practice in the principal evaluation model be based on one or more nationally recognized frameworks for leadership practice.** Examples might include Douglas Reeves' *Leadership Performance Matrix* or Robert Marzano's *School Administrator Rubric*. *The Design/Pilot Committee shall review leadership practice frameworks and select one or more to be used in the Nebraska model.*
- D. **That the leadership practice frameworks previously cited be aligned to the *Nebraska Principal Performance Framework* so that the results of data-gathering based on the national frameworks can be directly linked to the Effective Practices in the *Nebraska Framework*.**
- E. ***That the Design/Pilot Committee should provide for appropriate conferencing and feedback in conjunction with school visits in the principal evaluation model.***
- F. **That the evaluation of principal performance in the model be based on data gathered through a variety of means.** Data-gathering activities shall consist of multiple observations of leadership practice and the compilation of other evidence of principal performance. Evidence may include, but is not limited to, the following:
- a. analysis of artifacts that demonstrate principal work performance;
 - b. data demonstrating student achievement and school performance;
 - c. results of student, staff, parent, and community surveys;
 - d. school climate and culture assessments;
 - e. school improvement profiles;
 - e. multiple, varied assessments of student learning, and
 - f. annual professional goals and development plans.
- G. **That the principal evaluation model should include an assessment of the principal's impact on student learning.** Examples of student learning measures used in such an assessment include standardized test scores, local district assessments, classroom assessments, and other formative and summative student assessments.

Section 3 (Continued)

- H. **That the principal evaluation model should include an assessment of the principal's contribution to school performance based on one or more goals established by the principal in collaboration with his/her evaluator.**

School performance measures can include, but are not limited to:

- a. district measures of student learning on local, state, or national assessments;
- b. schoolwide measures of achievement such as graduation rates;
- c. schoolwide measures of school climate or culture;
- d. measures of the relationship between the principal and students, faculty, other staff, parents, and the community;
- e. measures of the principal's influence on instructional quality such as teacher recruitment, mentoring, and retention;
- f. schoolwide measures of student, staff, parent, or community perception as determined by commercial or locally developed surveys, and
- g. other measures as determined by principal's evaluator.

- I. **That in addition to measures of leadership practice, measures of student learning and school performance, and measures of professional responsibility, the principal evaluation model should include, but not be limited to, these components:**

- a. a procedure for self-assessment and reflection;
- b. one or more annual professional goals determined in collaboration with the principal's evaluator;
- c. an annual individual professional development plan based in part on the principal's evaluation results, and
- d. timelines for the evaluation process.

- J. **That the summative evaluation component for principals should include ratings at four levels of performance for each of the areas listed below:**

- a. the eight (8) Effective Practices in the *Nebraska Principal Performance Framework*;
- b. a rating for effectiveness in impacting student learning and school performance;
- c. a rating for effectiveness in achieving professional goal(s);
- d. a rating for performance of duties assigned in the local job description, and
- e. a holistic rating based on the evaluator's analysis of the principal's overall performance.

- K. ***That the Design/Pilot Committee be responsible for developing procedures and appropriate documents for principals who receive ratings indicating less than proficient performance. Such procedures and documents shall address assistance, remediation, and support for improvement.***

Procedural Recommendations – Section 4

The Leadership Committee recommends the following:

- A. That the Design/Pilot Committee and the Department ensure that districts piloting and implementing the evaluation models receive training for evaluators and staff development for those teachers and principals being evaluated. Resources to assist with such training and staff development might include Educational Service Units, professional associations, and private vendors.
- B. That the Department and ESU Coordinating Council work toward the development of a repository of professional development resources linked to the *Nebraska Teacher and Principal Performance Framework* and the Nebraska evaluation models. Such resources should be designed to assist teachers and principals in implementing the individual professional development plans that are part of the evaluation models.
- C. That the evaluation models be designed to use technology while maintaining personal interaction between evaluators and those being evaluated.
- D. That the Department should conduct an evaluation of the Design/Pilot Phase of the project that includes an analysis of costs. Sources of assistance in preparing such an evaluation might include colleges or universities, the federal regional laboratory, federal comprehensive centers, or similar sources.
- E. That the Department should assist the pilot districts with costs related to training, staff development, and the use of technology in the evaluation models.
- F. That the Design/Pilot Schools agree in a Memorandum of Understanding to implement all required components of the evaluation models during the pilot phase.
- G. That the Nebraska Teacher and Principal Model Evaluation Project Leadership Committee be reconvened for advisory purposes as the design phase and the pilot phase of the project are completed.