



Nebraska State Board of Education

Study Committee on Teacher and Principal Evaluation Final Report March 4, 2016

Committee Members:

Molly O'Holleran, State Board of Education – Chair

Lillie Larsen, State Board of Education

Maureen Nickels, State Board of Education

Patrick McPherson, State Board of Education

Sharon Katt, Adult Program Services

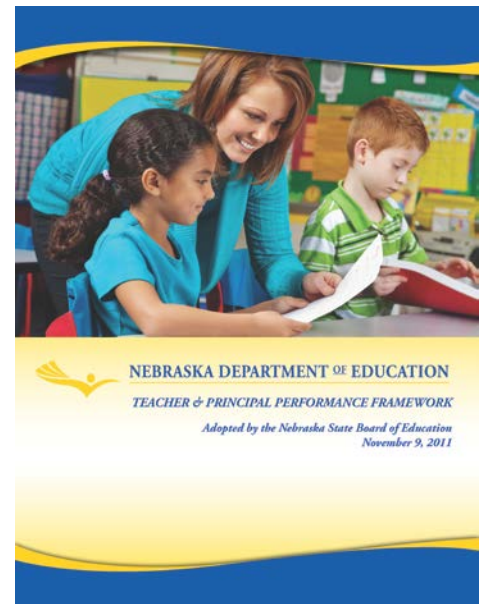
Dennis McGuire, Accreditation

Donlynn Rice, Educator Effectiveness

Deb Frison, Deputy Commissioner

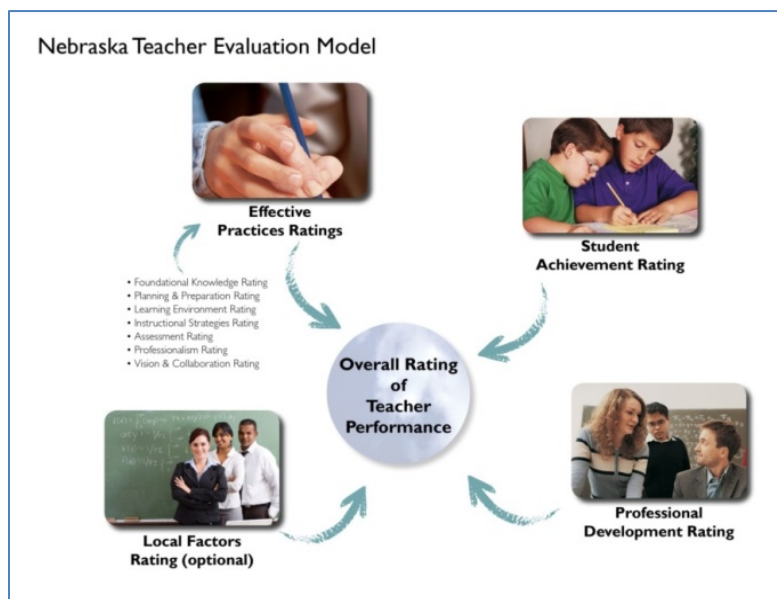
Brian Halsted, Deputy Commissioner

“The State Board believes that students should be surrounded by effective educators throughout their learning experience such that schools and districts develop effective teachers and leaders who establish a culture of success.” (AQuESTT 2015) A school district is only as good as the quality of its teachers and leaders. Research is very clear that teachers and principals make the greatest difference in student achievement. Robert Marzano (2005): “Nearly 60 percent of a school’s impact on student achievement is attributable to principal and teacher effectiveness.” Nebraska’s 300,000 plus students deserve to have access to the highest quality teachers throughout their PreK–12 experience, and the over 20,000 teachers in Nebraska deserve to have the highest caliber of leader to help guide and shape them throughout their careers. In 2010 the Nebraska State Board of Education recognized the importance of effective teachers and leaders and authorized the development of a set of expectations for each. As a result the *Nebraska Teacher and Principal Performance Framework* was officially adopted in November of 2011. The document defines a set of effective practices to improve teaching, learning, and leadership. These effective practices were developed by Nebraskans for Nebraskans representing all areas of education and all regions of the state. The effective practices address the roles of teachers and principals whose primary task is working directly with students in a school setting and are based on national models of proven effective practices.



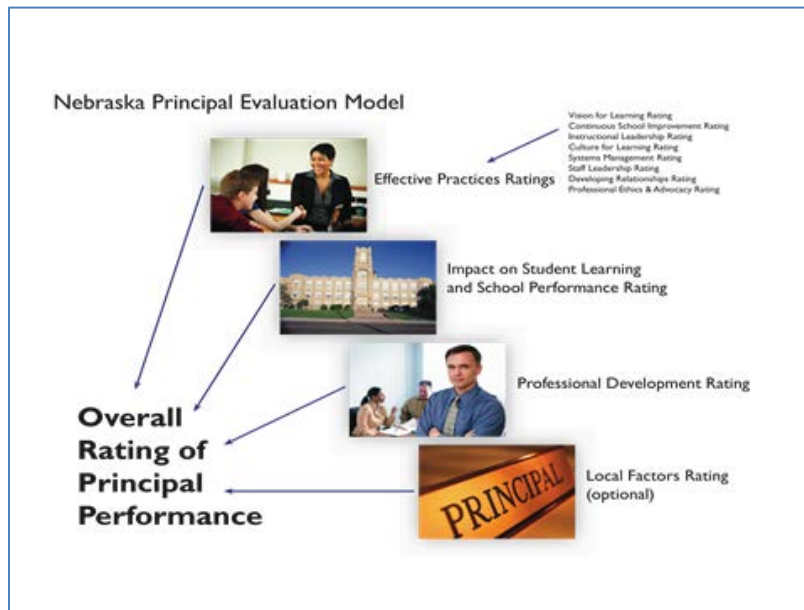
Upon adoption of the *Nebraska Teacher Principal Performance Framework*, the State Board authorized the development of evaluation models for teachers and principals built directly upon the effective practices. At the core of the development process was the belief that teacher and principal evaluation focusing on improving instruction and leadership can serve as the foundation for increasing student achievement. To do this the evaluation process must utilize both formative and summative data, which is collected multiple times, through multiple measures. The resulting Nebraska teacher and principal evaluation models gauge performance on the effective practices, measure student or school progress and define on-going professional learning based on identified needs. Evaluation of the effective practices can be used in conjunction with nationally recognized instructional and leadership models such as Robert Marzano and Charlotte Danielson.

Over the past three years seventeen pilot sites from all areas of the state, representing all sizes of school districts, researched, designed, and piloted the Nebraska models for teacher and principal evaluation. Each model displayed below contains four components that incorporate the above mentioned criteria.



The Teacher Model

- Effective practices rating
- Student Achievement Rating
- Professional Development Rating
- Local Factors Rating (optional)



The Principal Model

- Effective Practices Rating
- Impact on Student Learning and School Performance Rating
- Professional Development Rating
- Local Factors Rating (Optional)

The State Board Study Committee on Teacher and Principal Evaluation consisting of Chair Molly O'Holleran, Lillie Larsen, Maureen Nickels, Patrick McPherson, Deb Frison, Brian Halsted, Sharon Katt, Dennis McGuire, and Donlynn Rice looked at all facets of teacher and principal evaluation. They studied the effective practices, the use of student learning objectives to measure student progress, action plans to monitor school progress, and the importance of professional learning to promote growth. The committee considered the current evaluation requirements in Nebraska, discussed the significance of quality teacher preparation programs, visited with representatives of the pilot sites, and monitored the federal waiver process.

Simultaneously the Board and NDE developed the Evidence Based Analysis (EBA) Tool as a part of the new accountability system which asked districts to rate themselves on the following: The school/school district utilizes a research-based instructional framework aligned to the Nebraska Teacher and Principal Performance Framework (NTPPF); The school/school district utilizes a formal staff evaluation process aligned to the Nebraska Teacher and Principal Performance Framework (NTPPF); The school develops an annual professional learning plan that supports continuous improvement. The initial data analysis of the EBA returns indicates that a significant number of districts want assistance in these areas.

Based on months of study group discussion and consideration of the initial results of the EBA, the State Board Study Committee on Teacher and Principal Evaluation makes the following recommendations:

- 1) The State Board adopts the *Teacher and Principal Performance Framework* as the minimum requirements for effective practices for teachers and principals.
- 2) The State Board directs NDE to develop effective practices for all other certificated employees.
- 3) The State Board recognizes that the effective practices and models, developed through the pilot process, are aligned with existing NDE Rules.
- 4) The State Board believes that a quality evaluation model includes the following components: evaluation of effective practices, measures of student and school progress, plans for ongoing professional learning, and other locally determined components.
- 5) The State Board directs that the evaluation models and supporting information developed through the pilot schools become open source for all school districts by June 1, 2016.
- 6) The State Board charges NDE to transition to a support and resource system for continued review and revision of the effective practices, evaluation models, and subsequent materials for school districts.

The State Board Study Committee on Teacher and Principal Evaluation recognizes that these recommendations are a part of a larger educator effectiveness system that the Nebraska Board and the NDE continue to develop.