

**PROPOSED REGULATION OF THE
STATE BOARD OF EDUCATION**

LCB File No. R033-13

(This regulation was previously adopted as LCB File No. T015-13)

Note: This is the second set of regulations to be adopted regarding the statewide performance evaluation and support system. The State Board of Education adopted the first set of regulations on January 25, 2013. The regulations proposed herein and to be considered June 13, 2013 are designed to align with statutory changes that would result from the passage of Senate Bill 407 in the 77th Legislative Session. Should Senate Bill 407 be amended or not passed then any proposed regulatory content that conflicts with existing statutes will be removed from the June 13, 2013 hearing.

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

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.*

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. *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 Development and Validation of Methods for Evaluating Performance of School-Level Administrators and Teachers in the Pupil Performance Category.

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 Development and Validation of Scoring Matrix.

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.*