

# North Dakota Teacher Evaluation System Plan Proposed

<http://www.dpi.state.nd.us/ESEA/comment.shtml>



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## 1. Time Line

- 12-13 The state will study and develop plans that meet guidelines
- 13-14 Schools develop plans at the local level or use approved developed models, some pilot plans
- 14-15 All schools adopt plans
- 15-16 All schools implement plans
- 16-17 State monitor schools to see plans implemented

## 2. Plans based on InTASC Standards (All models will be based on the InTASC Standards)

- A. The Learner and Learning**
  - Standard 1: Learner Development
  - Standard 2: Learning Differences
  - Standard 3: Learning Environments
- B. Content Knowledge**
  - Standard 4: Content Knowledge
  - Standard 5: Application of Content
- C. Instructional Practice**
  - Standard 6: Assessment
  - Standard 7: Planning for Instruction
  - Standard 8: Instructional Strategies
- D. Professional Responsibility**
  - Standard 9: Professional Learning and Ethical Practice
  - Standard 10: Leadership and Collaboration

## 3. All plans include the following items in their model

### A. Aligned to the InTASC Standards.

- A. Select a commercial model or create a model that is aligned to the InTASC Standards
- B. Can have more standards than InTASC
- C. Must use at least the four general categories of InTASC

### B. Performance Level must be differentiated by at least four levels.

- Level 1 Non-Proficient
- Level 2 Developing Proficiency
- Level 3 Proficient
- Level 4 Exemplary

### C. Incorporation of multiple evaluation measures

#### 1. Student Growth and Achievement Measure (Required)

- a. Evaluations for teachers of tested subjects and grades must include the North Dakota State Assessment, and may also include any other valid student standardized achievement measures, at a district's discretion, including

1. Measures of Academic Progress;
2. ACT or SAT;
3. WorkKeys;
4. Advanced Placement exams;
5. Benchmark assessments;
6. Classroom- or curriculum-based assessments;
7. Pre- and post-tests; and/or
8. Other district-determined standardized measures.

b. Evaluations for teachers of **untested subjects and grades** must include evaluations of student growth and achievement as **chosen by individual districts**, including locally-developed student achievement measures.

**2. Supervisory observation (Required) May include any or all of the following:**

- a. Student learning objectives;
- b. Classroom observation by a designated school leader, including but not limited to the principal, another school administrator, a mentor teacher, and/or a peer;
- c. Teacher portfolios or other artifacts of teacher practice;
- d. Student, parent, teacher, or community perception surveys;
- e. Self-assessment instruments;
- f. Teacher goal-setting;
- g. Analysis of student, class, school, and district student achievement data;
- h. Videos;
- i. Focused collaborative discussions;
- j. Peer feedback or assessment; and/or
- k. Other indicators.

A district teacher evaluation model shall include **minimally a combination of supervisory observations and student growth or achievement data**, which will constitute evidence of teachers' effectiveness in impacting actual student growth.

**4. The Flow of a District Teacher Evaluation System**

The NDDPI will provide training and technical assistance regarding the possible design, development, implementation, recording, compiling, tracking of quality assurances, and compliance monitoring procedures of local teacher evaluation system models to local school district personnel who are responsible for the supervision and evaluation of teachers. The NDDPI will provide a schedule of ongoing teacher evaluation training, including training provided by other associations, which will be communicated to local school district superintendents, principals, and other local school officials.

**5. Recording and Compiling District Teacher Evaluation Ratings**

During 2012-13 the NDDPI will develop supplementary tools to assist districts in calculating and recording summative evaluation scores.

Teacher evaluation ratings shall consist of a performance level score for each of the four InTASC general categories and a summative score. Districts may voluntarily adopt averaged summative scores or weighted summative scores that place greater emphasis on specific general categories or standards. Districts may adopt various models of recording teacher performance ratings, as long as ratings can be **uniformly recorded and compiled for every school and school district based on the state's recording requirements, for internal quality assurance tracking and external compliance monitoring purposes.**

**6. Quality Assurance of a Valid and Reliable Evaluation System: State Monitoring Efforts**

The NDDPI will conduct periodic monitoring to validate the fidelity of design and implementation of each local school district's teacher evaluation and support system against the provisions of the *Guidelines* and to provide technical assistance to each local school district regarding the overall improvement of its teacher evaluation and support system