

Nevada Department of Education

**NEVADA EDUCATOR PERFORMANCE
EVALUATION SYSTEM
(NEPF)**

**2018-2019
School Administrator
&
Teacher
Protocols**



Table of Contents

To ensure accessibility in accordance with the Americans with Disabilities Act (ADA), please use the down arrow key to navigate this tool.

<i>Nevada Educator Performance Evaluation System</i>	0
<i>(NEPF)</i>	0
<i>Evaluation System Goals</i>	4
Main Purposes of the Evaluation Framework	4
<i>The Evaluation Cycle</i>	6
Step 1: Educator Self-Assessment	7
Step 2: Pre-Evaluation Conference, Analysis, Goal Setting, and Plan Development	8
Step 3: Plan Implementation – Observations, Review of Evidence, and Conferences	10
Observation Process:.....	13
Step 4: Mid-Cycle Goals Review	14
Step 5: End-of-Cycle Summative Evaluation and Post-Evaluation Conference	15
<i>Glossary</i>	18
<i>Appendix A – GOAL SETTING PROTOCOLS</i>	20
STUDENT LEARNING GOALS – Teachers	20
STUDENT LEARNING GOALS – School Administrators	20
SLG Process	21
Step 1: Develop and approve the SLG:	22
Approving the SLG:.....	22
Step 2: Monitoring the progress:	22
Step 3: Evaluate the progress:	23
Student Learning Goals – Choosing Quality Assessments	23
<i>Appendix B – School Administrator Framework</i>	25
Overview of the Framework	25
Instructional Leadership and Professional Responsibilities Domains	26
School Administrator Instructional Leadership Standards and Indicators:.....	26
School Administrator Professional Responsibilities Standards and Indicators:	27
Student Performance Domain	28
<i>Appendix C – TEACHER FRAMEWORK</i>	29
Overview of the Framework	29
Instructional Practice and Professional Responsibilities Domains	30
Teacher Instructional Practice Standards and Indicators:	31
Teacher Professional Responsibilities Standards and Indicators:	32

Student Performance Domain 33

Table of Figures

<i>Figure 1: Evaluation Cycle</i>	6
<i>Figure 2: Typical Evaluation Cycle</i>	6
<i>Figure 3: Differentiated Evaluation Cycle</i>	11
<i>Figure 4: Required Evaluation Components & Timeline per NRS 391.675-391.730</i>	12
<i>Figure 5: 2017-2018 NEPF Scoring Ranges</i>	16
<i>Figure 6: Assessment Priority Levels</i>	24
<i>Figure 7: Student Learning Goal Scoring Rubric</i>	24
<i>Figure 8: 2018-2019 School Administrator Framework</i>	25
<i>Figure 9: 2018-2019 Teacher Framework</i>	29

EVALUATION SYSTEM GOALS

The Nevada Educator Performance Framework Goals:

- Goal 1: Foster student learning and growth.
- Goal 2: Improve educators' effective instructional practices.
- Goal 3: Inform human capital decisions based on a professional growth system.
- Goal 4: Engage stakeholders in the continuous improvement and monitoring of a professional growth system.

Main Purposes of the Evaluation Framework

The overall purpose of Nevada's Educator Performance Framework (NEPF) is to identify effective instruction and leadership, and to establish criteria to determine:

- The professional development needs of educators (*goals 1, 2, 3 & 4*)
- Information on which to base human capital decisions including rewards and consequences (*goal 3*); and
- Whether educators are:
 - Using data to inform decision making (*goals 1, 2 & 4*)
 - Helping students meet achievement targets and performance expectations (*goals 1 & 4*)
 - Effectively engaging families (*goals 1 & 2*)
 - Collaborating effectively (*goals 1, 2, & 3*)

The passage of AB222 during the 2011 legislative session created the Teachers and Leaders Council (TLC) and outlined the expectations of a statewide performance evaluation system for teacher and school administrators. To develop a statewide performance evaluation system with a clear purpose, the first order of business for TLC members at the October 2011 meeting was to determine guiding beliefs and goals. The goals of the statewide performance evaluation system, now known as the Nevada Educator Performance Framework, align with the TLC's vision to promote educator effectiveness and to ensure all students master standards and attain essential skills to graduate high school ready for college and career success. This vision started with belief statements as outlined below. The comprehensive list is located in the TLC White Paper 2011-2013.

- "All educators* (see definition in glossary) can improve through effective, targeted professional development, as identified through the evaluation process and connected to district improvement plans and goals designed to inform and transform practice;
- An effective evaluation system must include clear expectations for both professional practice and student growth as well as fair, meaningful, and timely feedback;
- A consistent and supportive teacher and administrator evaluation system includes opportunities for self-reflection and continuous, measurable feedback to improve performance of students, teachers, administrators, and the system;

- The evaluation system must be part of a larger professional growth system that consistently evolves and improves to support the teachers and administrators that it serves;

The system based on these guiding beliefs should ensure that educators:

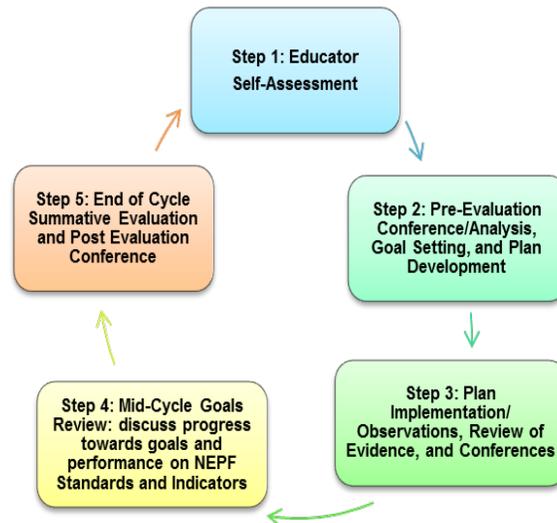
- Positively impact the achievement of students in Nevada;
- Grow professionally through targeted, sustained professional development and other supports;
- Monitor student growth, identify and develop quality instructional practices, and share effective educational methods with colleagues;
- Reflect upon practice and take ownership for their professional growth; and
- Participate in constructive dialogue and obtain specific, supportive feedback from evaluators.”

These guiding beliefs are the foundation on which the NEPF was created.

THE EVALUATION CYCLE

The evaluation cycle is a year-long process with multiple components. The following guidelines are designed to help evaluators implement the Nevada Educator Performance Framework

Figure 1: Evaluation Cycle

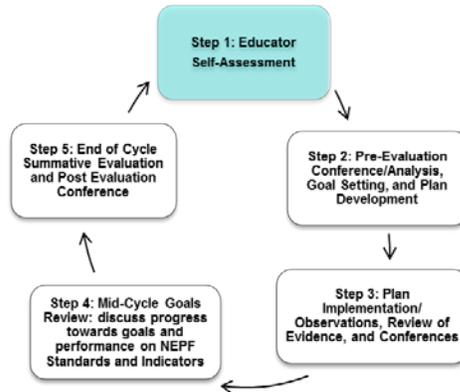


At the beginning of the school year:

The educator receives a **complete** set of materials that includes the entire rubric with Standards, Indicators, Performance Level and Evidence pages, and access to the current year NEPF Protocols document outlining the evaluation process. The educator and evaluator meet to establish expectations and consider goals. They discuss the evaluation process together (including observations/visits, review of evidence, etc.) and review the NEPF Educational Practice rubrics that describe the Standards and Indicators. The purpose of this review is to develop and deepen shared understanding of the Standards and Indicators in practice. The rubric review is also an opportunity to identify specific areas of focus for the upcoming school year.

Figure 2: Typical Evaluation Cycle

Step	Timeline
Step 1: Educator Self-Assessment	Late Summer/Early Fall
Step 2: Pre-Evaluation Conference Analysis, Goal Setting, and Plan Development	Early Fall
Step 3: Observations and Conferences, Plan Implementation and Evidence Review	Throughout School Year
Step 4: Mid-Cycle Goals Review (Educator Assistance Plan if applicable)	Mid-year
Step 5: Post-Evaluation Conference and End-of Cycle Summative Evaluation	Late Spring/Summer



Step 1: Educator Self-Assessment

The first step of the NEPF Evaluation Cycle is a self-assessment and preliminary goal setting. The key actions are for the educator to analyze data, reflect on performance, and identify a minimum of one student learning goal and one professional practice goal.

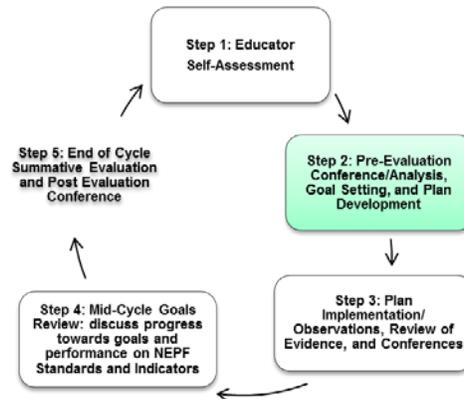
This is a critical moment for the educator to take ownership of the process. A guiding principle for the NEPF is that evaluation should be done *with* educators, not *to* them. Embracing the self-assessment step of the process empowers the educator being evaluated to shape the conversation by stating what they identify as strengths, the areas on which they want to focus, and what support they need. The educator’s position is more powerful when backed by specific evidence, clear alignment with school and district priorities and initiatives, and strong use of individual and team goals.

✓ **Self-Assessment:**

Using the **Self-Assessment Tool** and examining a wide range of evidence (including previous evaluations if applicable), the educator assesses his/her practice based on the levels of performance.

✓ **Goal Setting:** The educator uses the **Goal Setting and Planning Tool** to:

- Set proposed goals, including but not necessarily limited to:
 - one Student Learning Goal (SLG), and
 - one Professional Practice Goal (PPG) related to improving the educator’s own practice that *supports the achievement of the SLG*.
- Develop action steps for each goal.
- Record evidence to be used.



Step 2: Pre-Evaluation Conference, Analysis, Goal Setting, and Plan Development

This step of the evaluation cycle for continuous improvement is where joint goal setting and plan development occurs. It begins with the educator sharing his/her self-assessment and proposed goals with the evaluator during the Pre-Evaluation Conference. The educator collaborates with the evaluator to refine the goals and Educator Plan as needed. The Plan should create a clear path for action to support the educator’s professional growth and improvement, align with school and district goals, leverage existing professional development and expertise from within the school/district, and include proposed evidence. NOTE: NRS 391.695 and 391.715 states that student performance data may not be used in the evaluation of teachers and school administrators in their initial year of probationary status, or for educators at designated turnaround schools in their first or second year of designation per NRS 388G.400. **However, these educators are still required to set a Student Learning Goal and Professional Practice Goal as expected within the NEPF.**

✓ Goal Setting and Planning:

The educator presents to the evaluator the **Goal Setting and Planning Tool** with proposed Student Learning Goal (see Appendix A), Professional Practice Goal, action steps, and potential sources of evidence to be used to evaluate his/her work.

✓ Student Learning Goal:

The educator and evaluator discuss the proposed SLG and use the **criteria column of the Goal Setting and Planning Tool to review goal requirements**, revise (if necessary), review baseline data, identify and define the following: student population, standards and content, assessments to measure student performance, performance targets and rationale. (see Appendix A for details)

✓ **Professional Practice Goal:**

The educator uses the **Self-Assessment Tool** and/or previous evaluation to identify and set a professional practice goal. The **goal should align and provide support for the SLG.**

✓ **Rubrics Review**

The educator and evaluator review the rubrics to address questions, such as:

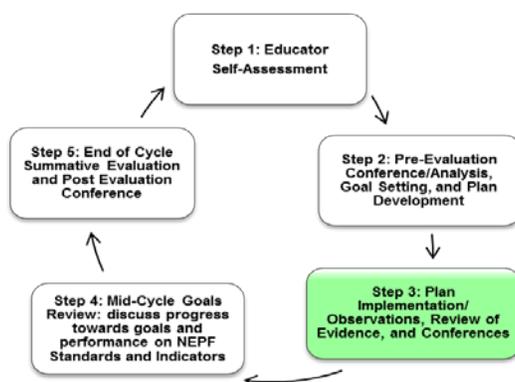
- Are there any assumptions about specific Indicators that need to be shared because of the school/classroom context? (Example: If several students in the class are limited English speakers or are non-verbal, in what ways will the teacher address Instructional Standard 3: Students Engage in Meaning Making through Discourse and Other Strategies?)
- Are there any Indicators for which effective performance will depend on factors beyond the control of the educator? If so, how will those dependencies be accounted for in the evaluation process?
- Are there any Indicators that previous performance identified as an area for growth, and will need to be a specific focus for part or all of the year?

✓ **Rubrics Review – Student Learning Goal:**

The educator and evaluator review the SLG Scoring Rubric and discuss expectations and learning targets associated with each level 1-4. Expectations must be clear to both the evaluator and educator.

✓ **Goals and Plan Confirmation:**

The evaluator analyzes the educator's proposed Student Learning Goal and Professional Practice Goal alongside the NEPF rubrics. The educator and evaluator agree on the goals to be included in the Plan and the evidence to be used to determine performance levels on each Indicator.



Step 3: Plan Implementation – Observations, Review of Evidence, and Conferences

The third step of the evaluation cycle is implementing the Educator Plan. For the duration of the cycle, the educator pursues the attainment of high level performance on **all** Standards and Indicators to support the student learning and professional practice goals identified in the Plan. The evaluator provides feedback for improvement, ensures timely access to planned supports, and reviews evidence on educator performance and progress toward goals through multiple sources. **A single evidence source can be used to support evidence of performance on multiple Indicators and/or Standards.** Additionally, the educator *may* choose to collect evidence for review throughout the cycle, **but should not create artifacts specifically for the evidence review.** Educators should use documents that occur as part of the everyday practice that support the lessons observed and demonstrate student learning.

The Plan provides a foundation for *dialogue, collaboration, and action.* The educator uses the Plan as a roadmap for improvement, completing the action steps to make progress toward student learning and professional practice goals. The evaluator uses the Plan to drive appropriate and timely support for the educator. Both continue to use the **Pre/Post-Observation Conference Tools**, the NEPF rubrics, and student data to develop a shared understanding of effective practice, guide ongoing reflection, monitor progress toward goals, and determine evidence to review.

✓ **Plan Implementation:**

The educator, with the support of the evaluator, implements the Plan.

✓ **Evidence Review:**

- The evaluator reviews evidence described in the plan and other relevant data to demonstrate performance on the NEPF Standards and Indicators using the **Observation/Evidence Review Tool.**
- The evaluator reviews evidence to identify corresponding NEPF Standards and Indicators.
- Observations are **NOT** scored.

✓ **Observation and Conference Process:**

- The educator and evaluator use the **Pre/Post Observation Conference Tool** to discuss the upcoming observation. (For scheduled observations only.) **NOTE: The questions on the tool are a guide, and all questions are not required for every observation.**
- The evaluator conducts the observation. Using the **Observation/Evidence Review Tool** the evaluator records evidence observed during the scheduled or unscheduled observation and identifies corresponding Standards and Indicators.
- The educator and evaluator use the **Pre/Post-Observation Conference Tool** to discuss the observation, provide feedback, and identify professional learning needs.

Purposeful observations offer critical opportunities for evaluators to observe, review evidence, and analyze the educator’s practice. Observations should be both scheduled and unscheduled, and frequent observations provide invaluable insight into the educator’s performance. The evaluator uses the **Observation/Evidence Review Tool** to document the reviewing of evidence. **Observations are NOT scored.**

Figure 3: Differentiated Evaluation Cycle

Personnel	Evaluation Frequency	Scheduled Observation Cycles Required per Evaluation
Probationary educators in year one of their probationary period OR All educators whose previous year rating was ineffective or developing	1 time per year	3 scheduled observation cycles (minimum) supervising administrator must conduct 2 of the 3 required observations
Probationary educators whose immediately preceding year rating was effective or highly effective	1 time per year	2 scheduled observation cycles (minimum) supervising administrator must conduct 1 of the 2 required observations
Probationary educators whose rating for two consecutive years were effective or highly effective OR Post-probationary educators whose previous year rating was effective or highly effective	1 time per year	1 scheduled observation cycle (minimum) supervising administrator must conduct the 1 required observation
Post-probationary educators with rating of Highly Effective for the two immediately preceding years	no summative evaluation for 1 year	1 scheduled observation cycle (minimum) supervising administrator must conduct the 1 required observation

Figure 4: Required Evaluation Components & Timeline per NRS 391.675-391.730

Evaluation Component	Probationary educators in year one of their probationary period OR All educators whose previous year rating was ineffective or minimally effective (developing)	Probationary educators whose immediately preceding year rating was effective or highly effective	Probationary educators whose rating for two consecutive years were effective or highly effective OR Post-probationary educators whose previous year rating was effective or highly effective	Post-probationary educators with a rating of Highly Effective for the two immediately preceding years
Self-Assessment, Goal Setting & Plan Development	prior to first observation/ evidence review	prior to first observation/ evidence review	prior to first observation/ evidence review and recommended within 50 days of the start of instruction	prior to first observation/ evidence review and recommended within 50 days of the start of instruction
Observation Cycle(s) <ul style="list-style-type: none"> • Pre-observation conference • Observation(s) • Post-observation conference 	<ul style="list-style-type: none"> • 1st scheduled observation must occur within 40 days after the first day of instruction • 2nd scheduled observation must occur after 40 days but within 80 days after the first day of instruction • 3rd scheduled observation must occur after 80 days but within 120 days after the first day of instruction 	<ul style="list-style-type: none"> • 1st scheduled observation must occur within 40 days after the first day of instruction • 2nd scheduled observation must occur after 40 days but within 80 days after the first day of instruction 	<ul style="list-style-type: none"> • The observation must occur within 120 days after the first day of instruction 	<ul style="list-style-type: none"> • The observation must occur within 120 days after the first day of instruction
Evidence Review & Conferencing	Following each observation cycle	Following each observation cycle	Following each observation cycle	Following each observation cycle
Mid-Cycle Goal(s) Review	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year
Summative Evaluation & Conference	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year.	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year	No Summative Evaluation. Use Summative Evaluation Exemption Verification Tool.

Observation Process:

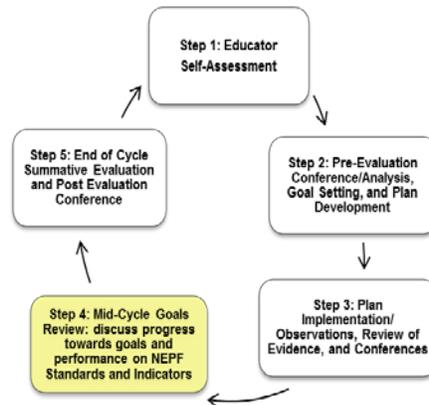
The observation cycle consists of a Pre-Observation conference with the teacher/administrator and the evaluator, an observation based on the Standards, and a Post-Observation conference. The pre- and post-observation conferences include guiding questions and potential evidence review, as requested by the evaluator.

Pre-Observation Conferences: Each scheduled observation is preceded by a Pre-Observation Conference. This provides the educator an opportunity to discuss needs and evidence for the strategies used. It is also recommended that the **educator being evaluated leads these discussions** and provides the rationale for the basis of his/her instructional practices. (Prior to engaging in this step of the process it is essential that both the educator and evaluator participate in professional learning experiences that ensure they are adequately prepared for participating in this type of discussion).

Post-Observation Conferences: Following all observations, the Post-Observation Conference should be a joint discussion between the educator and evaluator. This is a time during which the **evaluator provides explicit feedback on performance**, and educator professional learning needs are discussed and identified. (Professional learning opportunities for the evaluator on how to provide explicit and constructive feedback is essential). Based on observations and evidence, if an educator's performance is likely to be rated ineffective or developing, the evaluator uses the **Educator Assistance Plan Tool** to develop and implement an assistance plan pursuant to NRS 391.695 and/or 391.715. Early support is best; therefore, this tool should be used to provide assistance to educators at any time during the evaluation cycle.

“Scheduled” (announced) observations are those observations for which prior notice is given and a pre-observation conference has been held. The minimum number of scheduled observations is differentiated according to experience and performance as outlined in the Differentiated Evaluation Cycle. For teachers, each scheduled classroom observation, as one component of the teacher evaluation, needs to be conducted for a minimum of twenty minutes.

“Unscheduled” observations follow the same procedure as scheduled observations, with the exception of the requirements for a pre-observation conference and the minimum twenty-minute duration for teachers. Best practices suggest more frequent observations paired with brief reflective conferences support greater improvement of instruction. **Post-observation conferences for scheduled and unscheduled observations can be combined into a single meeting, regardless of the length of time between the observations.** Unscheduled observations may be conducted throughout the year at the discretion of the evaluator, with no minimum or maximum. Observations may be conducted by other authorized personnel. The quantities of scheduled observations that must be conducted by the *supervising administrator* are outlined in Differentiated Evaluation Cycle graphic.



Step 4: Mid-Cycle Goals Review

The fourth step is a Mid-Cycle Goals Review. A conference should be held mid-year to discuss educator progress towards attaining goals and performance on all NEPF Standards and Indicators.

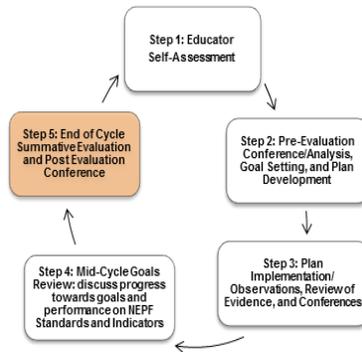
This step is used to prompt reflection, promote dialogue between the educator and evaluator, and plan changes to practice, and/or goals, as necessary. The Mid-Cycle Goal Review is the time when the educator and evaluator formally meet to discuss students’ progress toward the SLG, and the educator’s performance to date. The educator and evaluator may choose to revise the SLG if appropriate. The evaluator may use the **Educator Assistance Plan** to provide specific resources and directives to the educator if evidence from observations warrants the additional instructional guidance. It is an opportunity for taking stock by reviewing evidence identified by the educator and evaluator. If there are patterns of evidence demonstrating performance that is potentially leading to a final rating of *ineffective* or *developing*, this is a critical time for the evaluator to discuss this evidence so there are no “surprises” during the summative evaluation. More importantly, if an educator is having difficulty, this allows the evaluator to provide the educator with the assistance required (NRS 391.695 & 391.715) to address areas of concern. Evaluators use the **Educator Assistance Plan Tool** to provide directives and to describe the actions that will be taken to assist the educator.

✓ **Progress Review:**

At mid-cycle, the evaluator analyzes the data and evidence reviewed to date and shares an assessment of progress on the goals detailed in the **Goal Setting and Planning Tool**.

✓ **Mid-Cycle Conference:**

Educator and evaluator develop a shared understanding of progress made toward each goal and the educator’s performance on the Standards and Indicators. The evaluator will identify mid-course adjustments if needed.



Step 5: End-of-Cycle Summative Evaluation and Post-Evaluation Conference

The final step is the summative evaluation, which completes a full evaluation cycle. In this step, the evaluator reviews and analyzes the **Observation/Evidence Review Tool** data, gathers additional evidence and insights from the educator (if necessary), and identifies performance levels on the NEPF Indicators to determine Standard scores and the overall rating. Thoughtful summative evaluation identifies trends and patterns in performance and offers feedback for improvement. It also provides the educator with valuable information that strengthens self-reflection and analysis skills.

- ✓ **Scoring of Educational Practice Category:** The evaluator reviews the tools and relevant evidence reviewed throughout the cycle for the purpose of determining performance levels (PL) for each of the Indicators.

Scoring:

- The PL for each Indicator is 1-4 (whole numbers only). The evaluator uses the data from the **Observation/Evidence Review Tool** documented throughout the cycle to identify the PLs for each Indicator and inputs them into the **Summative Evaluation Tool**.
- The Indicator PLs are then used to calculate the score for each Standard. This is done by averaging all PLs for each Standard.
- Overall scores for Instructional Practice (teacher)/Instructional Leadership (administrator) and Professional Responsibilities are calculated by averaging the Standard scores for each.
- The final Educational Practice score is then determined by adding the weighted Instructional Practice (teacher)/Instructional Leadership (administrator) and Professional Responsibilities scores on the **Summative Evaluation Tool**.

- ✓ **Scoring of Student Performance Domain:**

Student performance is an important part of the evaluation and is measured via the **Student Learning Goal Protocols**. The educator shares the data gathered throughout the SLG process. The evaluator reviews the data and uses the SLG Scoring Rubric to

determine a SLG score of 1-4 based on the progress made toward previously set targets. For the 2018-2019 school year, this number is then weighted at 40% and becomes the Student Performance Domain score of the Summative Evaluation.

NOTE: NRS 391.695 and 391. 715 states that the evaluation of a probationary teacher or administrator in his or her initial year of employment as a probationary teacher or administrator must NOT include student performance data. It also stipulates that the evaluation of teachers and administrators at a school designated as a turnaround school (NRS 388G.400) must NOT include student performance data for the first and second years after the school has been designated as a turnaround school.

✓ **Evaluation Conference:**

During the final evaluation conference, the educator and evaluator review the **Summative Evaluation Tool** on which the evidence and final rating for the educator’s performance on all domains is recorded. Once final scoring ranges are recommended by the TLC and approved by the State Board, the table below will be updated to show the scoring ranges used to determine the final rating for teachers and school level administrators for the 2018-2019 school year.

Figure 5: 2017-2018 NEPF Scoring Ranges

Overall Score Range	Final Rating
3.6-4.0*	Highly Effective
2.8-3.59*	Effective
1.91-2.79*	Developing
1.0-1.9*	Ineffective

* Due to the State Board of Education (SBE) decision to take no action regarding teacher and building administrator score ranges, the 2017-2018 score ranges will remain in place until the SBE makes a motion otherwise.

NOTE: Teachers and administrators must:

- Demonstrate one of the three highest SLG rubric scores (score of 2, 3, or 4) to be eligible to receive an Effective summative rating
- Demonstrate one of the two highest SLG rubric scores (score of 3 or 4) to be eligible to receive a Highly Effective summative rating
- For those who receive a Highly Effective rating for two consecutive years, the final summative evaluation requirement is waived the following year. During the subsequent school year, educators who have met this criterion will continue to participate in the observation cycle for formative evaluation and professional growth purposes.

NOTE: NRS 391.725 describes the statement that must be included on a probationary teacher or building administrator’s evaluation if he or she is to receive a rating of Ineffective or Developing. The statement is the following:

“Please be advised that, pursuant to Nevada law, your contract may not be renewed for the next school year. If you receive a ‘developing’ or ‘ineffective’ evaluation and are reemployed for a second or third year of your probationary period, you may request that your next evaluation be conducted by another administrator. You may also request, to the administrator who conducted the evaluation, reasonable assistance in improving your performance based upon the recommendations reported in the evaluation for which you request assistance, and upon such request, a reasonable effort will be made to assist you in improving your performance.”¹

¹ NRS: CHAPTER 391 - PERSONNEL. (n.d.). Retrieved July, 2018, from <https://www.leg.state.nv.us/NRS/NRS-391.html>

GLOSSARY

Administrator – An individual within the school serving in a managerial or supervisory role, including administrators and assistant administrators. Administrators are generally charged with the evaluation of teaching and teachers, as well as curriculum and program development within the school.

Data – Information, including classroom observations, student achievement scores and artifacts, gathered during the evaluation process for determining teacher/administrator performance.

Defensible – Having grounds to deem a conclusion or judgment valid and reliable based on various measures and assessments.

Diverse Learners – Those students who, because of gender, ethnic background, socioeconomic status, learning styles, disabilities, or limited English proficiency, may have academic needs that require varied instructional strategies to help them learn.

Domain – Primary area of focus for evaluation. For example, in the Teacher Evaluation the three domains are Instructional Practice, Professional Responsibilities, and Student Performance.

Educator – Within this context, inclusive of school level teachers and administrators.

Evaluator – The individual in an evaluation system that collects educator data, analyzes the data, and collaborates with educators to make judgments regarding performance.

Feedback – Information and/or recommendations given to an educator about performance which is based on evaluation results. Feedback is intended to provide insight to the educator so that professional learning can be targeted and improvements in performance can be achieved.

Framework – The system by which the measures are combined to evaluate the effectiveness of educators and administrators and make overall performance decisions.

High Leverage Standards – The identified standards, or main objectives of effective teachers and administrators, as identified by the Nevada TLC.

Indicator – Specific activity or process demonstrated by the educator being evaluated which provides evidence of the high leverage standard or professional practice being measured.

Level – The position or rank of an educator's performance for each indicator, as determined using the rubric, observations, and evidence.

Measure – Used to assess educator performance on any standard. Examples of measures could be the Nevada CRT or a specific classroom observation rubric.

Performance Criteria – The specific performance thresholds that need to be met for an established goal/standard

Professional Learning – The process by which teachers’ and administrators’ competencies and capacities are increased, including but not limited to, professional development sessions, job-embedded support, coaching, observing and/or mentoring, peer reviews, etc.

Reliability – The extent to which an assessment or tool is consistent in its measurement. There are several types of reliability:

- ***intra-rater*** - the degree to which an assessment yields the same result when administered by the same evaluator on the same educator at different times
- ***inter-rater*** - the degree to which an assessment yields the same result when administered by different evaluators on the same educator at the same time
- ***internal consistency*** - the degree to which individual components of an assessment consistently measure the same attribute
- ***test/retest*** - the degree to which an assessment yields the same result over time of the same educator

Standard – Clearly defined statements and/or illustrations of what all teachers are expected to know and do. Standards operationalize the categories by providing measurable goals.

Standard Score – The overall point value for each standard. Each score is based on the Indicator levels of performance determined by quality observation data and evidence collected throughout the evaluation cycle.

Student Achievement – The performance of a student on any particular measure of academics.

Teachers and Leaders Council (TLC) – Sixteen member council consisting of: The Superintendent of Public Instruction, or his or her designee, the Chancellor of the Nevada System of Higher Education, or his or her designee, four public school teachers, two public school administrators, one superintendent of schools, two school board members, one representative of the regional professional development programs, one parent or legal guardian, one school counselor, psychologist, speech-language pathologist, audiologist or social worker who is licensed, and two persons with expertise in the development of public policy relating to education. The purpose of the TLC is to make recommendations to the State Board concerning the adoption of regulations for establishing a statewide performance evaluation system.

Validity – The extent to which an assessment or tool measures what it intends to measure.

Weight – The adjustment of a given measure to reflect importance and/or reliability that determines the influence of the overall performance rating.

APPENDIX A – GOAL SETTING PROTOCOLS

STUDENT LEARNING GOALS – Teachers

SLGs are an approach to measuring student learning and the impact a teacher has on student learning. The SLG process provides an opportunity for teachers to collaborate with other teachers and with their evaluators to set meaningful academic goals for their students. SLGs are long-term, measurable, academic goals set for students to accomplish by the end of a course. Developing an SLG includes identifying the most important learning content for the year alongside teachers of the same content area (if available), reviewing student academic and social data, setting a long term goal for students, measuring the long term goal along the way, and evaluating student attainment of the goal at the end of the school year. The SLG process empowers teachers to set a goal for their own students and facilitates deep collaboration between teachers and evaluators to ensure that students reach the goal.

- SLGs encourage a collaborative process. The process of developing SLGs involves collaboration among teams of teachers across grade levels or subject areas to identify the “most important” content.
- SLGs reinforce and can help formalize good teaching practice. The SLG process involves interpreting data, setting the goal, using data to assess progress and adjusting instruction based on data collected.
- SLGs acknowledge the value of teacher knowledge and teacher skill. Teachers have input on how student learning is measured.
- SLGs are adaptable. They are not dependent on the availability of standardized assessment scores. They can also be adjusted or revised based on changes in standards, curriculum, student population, and/or student need.

STUDENT LEARNING GOALS – School Administrators

The SLGs serve much the same purpose for school administrators as for teachers. Collaboration among school administrators within the school and across schools helps to ensure that the SLGs are aligned with the school and district vision. School administrators review student academic and social data, set a long-term goal for students, provide the instructional leadership to help teachers improve practice to positively impact student learning, measure progress toward the goal, and evaluate the attainment of the goal at the end of the school year. Administrators are responsible for creating the culture, climate, and organizational structure that allows teachers to perform at their most effective levels.



SLG Process

Student Learning Goals are not just about the goal that an educator sets for their students, they also emphasize the process educators use to set and monitor student progress towards the desired goal. The educator collaboration and analysis required for successful SLG implementation aligns with effective practices more broadly. Educators engage in a collaborative process with their teams and ultimately collaborate with their evaluator to establish long-term, measurable, academic goals for their students. There are three main steps to the SLG process as outlined below:

Step 1: Develop and approve the SLG: **Goal Setting and Planning Tool**

- Review course objectives and standards and identify the most important learning for the year
- Identify the assessments that will be used to measure student progress toward the SLG
- Review and collect baseline data
- Draft SLG and set performance targets based on baseline data
- Evaluation of the proposed SLG and approval by the evaluator

Step 2: Monitor the progress:

- Delivery of instruction/instructional leadership
- Adapt instruction/instructional leadership plans based on data collected
- Monitor progress and discuss with team and/or evaluator
- Revise supports and interventions as needed
- Educator and evaluator make adjustments to SLG at **Mid-Cycle Goal Review** if necessary

Step 3: Evaluate:

- Assess students' progress toward SLG using previously approved assessments
- Analyze results
- Educator and evaluator review the results
- Evaluator reviews SLG attainment and evaluates the level of achievement of the SLG before assigning the score based on the SLG Scoring Rubric
- Educator and evaluator reflect on process and results to improve student learning and educator practice

Step 1: Develop and approve the SLG:

The SLG should align with [Nevada Academic Content Standards](#) (NVACS) or other approved standards. When possible, educators should work together (teachers should work in grade level or content teams) to review and determine the most important standards and content for students to master. Additionally, educators should work together to analyze student performance trends and select or develop common measures for assessing student content knowledge and skills. The administrator should create teams of teachers to work together to review standards, identify priorities, select common measures and establish goals.

The SLG should be horizontally and vertically aligned, when applicable. To develop horizontally aligned goals, all teachers in the same grade level and/or content area should collaborate to set SLGs and then each **teacher should set specific targets based upon his or her own students' baseline knowledge and skills**. When developing a vertically aligned SLG, teachers across grade levels and/or departments should communicate and collaborate to ensure that students are progressing as expected.

Setting targets for the SLG can be complex. Educators should use baseline and trend data to help set appropriate SLG targets. Targets should be ambitious and feasible for the students identified. Tiered targets may be necessary to address the needs of all students in the class (e.g. students performing in the lowest third of the class may have an end of course target set lower than students performing at higher levels on the baseline assessment).

Approving the SLG:

The SLG must be approved by the evaluator. The **Goal Setting and Planning Tool** is used to guide the process. The main questions the evaluator should ask are:

- Is the goal focused on the right standards/material?
- Do the performance targets represent an appropriate amount of student learning for the specified interval of instruction?
- Do the assessments identified meet the criteria outlined below?
- Will the SLG assessments provide the information needed to determine if the goal has been met?

Step 2: Monitoring the progress:

The educator evaluates students' progress throughout the course of instruction. This information is part of an ongoing conversation between the educator and evaluator via observation conferences. Progress toward the SLG and the educator performance observed should be closely linked and discussed throughout the evaluation cycle. The **Mid-Cycle Goal Review** is the time

when the educator and evaluator formally meet to discuss students' progress toward the SLG, and the educator's performance to date. At this time, the educator and evaluator may choose to revise the SLG if appropriate and/or the evaluator may use the **Educator Assistance Plan** to provide specific resources and directives to the educator if evidence from observations warrants the additional instructional/instructional leadership guidance.

Step 3: Evaluate the progress:

Near the end of the evaluation cycle, students are assessed and results are then compared to expectations set in the SLG. Based on previously set targets, the SLG Scoring Rubric is used to determine the educator's score from 1-4. This number becomes the raw Student Performance Domain score of the Final Summative Evaluation. The evaluator and educator discuss this information during the Final Summative Evaluation Conference for the purposes of reflection, and to inform the improvement of the process for the following school year.

NOTE: State law requires that the evaluation of a probationary teacher or administrator in his or her initial year of employment as a probationary teacher or administrator must NOT include student performance data. It also stipulates that the evaluation of teachers and administrators at a school designated as a turnaround school ([NRS 388G.400](#)) must NOT include student performance data for the first and second years after the school has been designated as a turnaround school. [NRS 391.695 and 391.715](#)

Student Learning Goals – Choosing Quality Assessments

Choosing high-quality assessments is an integral component of the SLG process. A quality assessment provides an indication of the degree to which a teacher has impacted his or her students' learning in the course. The Teachers and Leaders Council has recommended, the State Board of Education has approved and adopted regulations regarding the criteria for assessments used to measure progress toward the SLG. [R138-17](#) adopted May 16, 2018 requires that the **assessments must show all of the following:**

- **Alignment with content standards/NVACS and curriculum**
- **Alignment with the intended level or rigor**
- **Psychometric quality of validity, and reliability to as high degree as feasible, and**
- **Monitoring includes alignment, instrument security, reliability, validity, comparability, feasibility and scoring**

Additionally, evaluators will use the Priority Levels to guide the selection of the most appropriate type of assessment to use when measuring student progress toward the SLG.

If available and appropriate:

- Priority 1 Assessments should be the first choice of assessment,
- Priority 2 Assessments should only be used if Priority 1 Assessments are not available or appropriate for use, and
- Priority 3 Assessments should only be used if no other option is available or feasible.

Figure 6: Assessment Priority Levels

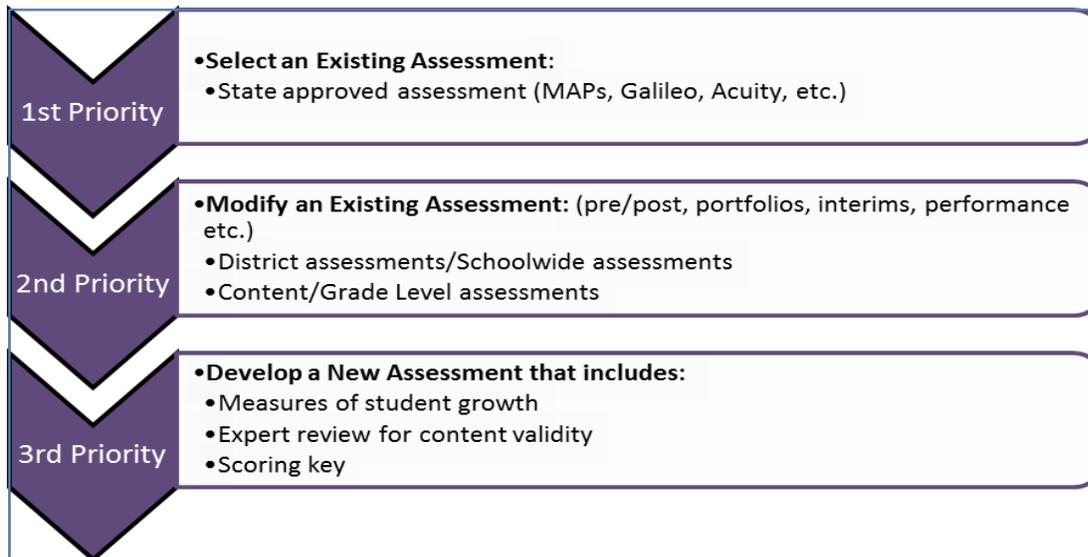


Figure 7: Student Learning Goal Scoring Rubric

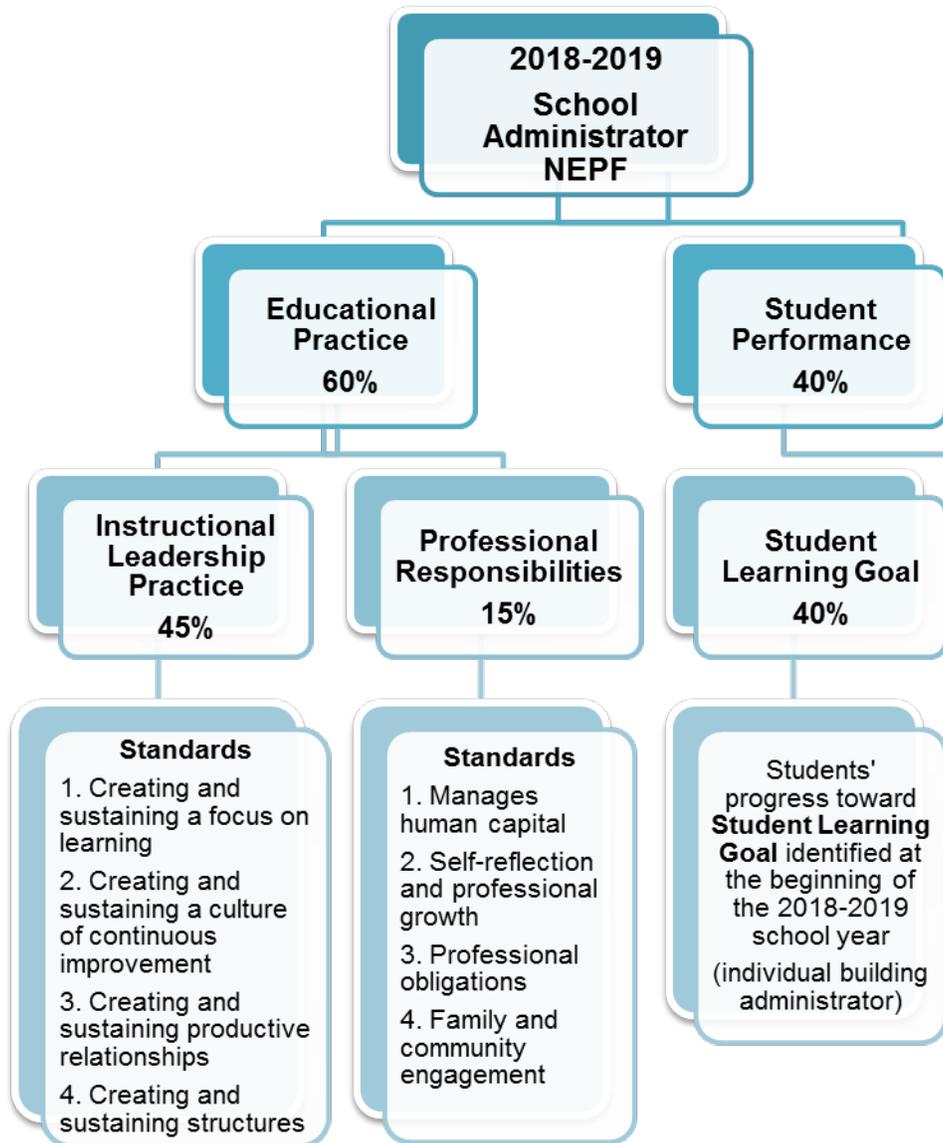
SLG Scores	Score Descriptors
High = 4	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth and high impact for all or nearly all students.
Moderate = 3	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth and impact for most students.
Low = 2	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth and impact for some students.
Unsatisfactory = 1	The educator has not met the expectation described in the SLG and has demonstrated an insufficient impact on student learning.

APPENDIX B – SCHOOL ADMINISTRATOR FRAMEWORK

Overview of the Framework

The NEPF for School Administrators consists of two categories and three domains. The Educational Practice Category consists of the Instructional Leadership and Professional Responsibilities Domains. The Student Performance Category is the Student Performance Domain. Each domain is weighted differently as recommended by the TLC and approved by the State Board of Education. For the 2018-2019 school year, the Instructional Leadership Domain is weighted at 45% while the Professional Responsibilities Domain is weighted at 15% and Student Performance Domain is weighted at 40%.

Figure 8: 2018-2019 School Administrator Framework



Instructional Leadership and Professional Responsibilities Domains

The School Administrator Framework and Teacher Framework align in structure as well as in orientation to stakeholder values. The Instructional Leadership Practice Domain sets the parameters for measuring administrator behavior to be an instructional leader, while also specifically monitoring teacher performance. The Professional Responsibilities Domain addresses the standards for administrator responsibilities that support improvements in teachers' practice as well as providing the structural supports to ensure teacher success. This alignment with the Teacher Framework ensures that administrators are evaluated on their ability to provide the structural support and feedback to help teachers improve their practice.

The School Administrator Standards and Indicators were determined as a result of a rigorous review of existing administrator leadership standards, including but not limited to the Interstate School Leaders Licensure Consortium (ISSLC) and the National Board of Administrator Leadership Standards (NBPLS). Based on these standards, and in an explicit effort to align the administrator evaluation with the Standards and Indicators identified in the teacher framework, the Teachers and Leaders Council (TLC) identified the four high-leverage Instructional Leadership Standards identified below. As with the Teacher Framework, this approach operationalizes a narrowed focus to ensure that due concentration is paid to effectiveness and fidelity of implementation.

School Administrator Instructional Leadership Standards and Indicators:

Standard 1: Creating and sustaining a focus on learning

- **Indicator 1:** The school-level administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.
- **Indicator 2:** The school-level administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.
- **Indicator 3:** The school-level administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.
- **Indicator 4:** The school-level administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.

Standard 2: Creating and sustaining a culture of continuous improvement

- **Indicator 1:** The school-level administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.
- **Indicator 2:** The school-level administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.
- **Indicator 3:** The school-level administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.
- **Indicator 4:** The school-level administrator operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

Standard 3: Creating and sustaining productive relationships

- **Indicator 1:** 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's community.
- **Indicator 2:** The school-level administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes.
- **Indicator 3:** The school-level administrator structures the school environment to enable collaboration between school-level administrators and teachers and among teachers to further school goals.
- **Indicator 4:** 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.

Standard 4: Creating and sustaining structures

- **Indicator 1:** 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.
- **Indicator 2:** 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.
- **Indicator 3:** The school-level administrator allocates resources effectively, including organizing time, to support learning goals.

School Administrator Professional Responsibilities Standards and Indicators:

Standard 1: Manages Human Capital

- **Indicator 1:** 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.
- **Indicator 2:** The school-level administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.
- **Indicator 3:** The school-level administrator supports the development of teacher leaders and provides leadership opportunities.
- **Indicator 4:** The school-level administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.

Standard 2: Self-Reflection and Professional Growth

- **Indicator 1:** The school-level administrator seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice.
- **Indicator 2:** The school-level administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.
- **Indicator 3:** The school-level administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.

Standard 3: Professional Obligations

- **Indicator 1:** The school-level administrator models and advocates for fair equitable and appropriate treatment of all personnel, students, and families.
- **Indicator 2:** The school-level administrator models integrity in all interactions with colleagues, staff, students, family, and the community.
- **Indicator 3:** The school-level administrator respects the rights of others with regard to confidentiality & dignity & engages in honest interactions.
- **Indicator 4:** The school-level administrator follows policies, regulations, and procedures specific to role and responsibilities.

Standard 4: Family and Community Engagement

- **Indicator 1:** The school-level administrator Involves families and the community in appropriate policy implementation, program planning, and assessment.
- **Indicator 2:** The school-level administrator involves families and community members in the realization of vision and in related school improvement efforts.
- **Indicator 3:** The school-level administrator connects students and families to community health, human and social services as appropriate.

Student Performance Domain

The school administrator and teacher evaluation systems both contain a Student Performance Domain, which includes data reflecting student growth over time and proficiency. Linking student growth and educator performance is a critical factor within evaluation models, as it has the potential to transform the profession. However, many variables affect the relationship between student growth and educator performance. There are many technical issues surrounding the calculation of student growth and available measures that are both constructive and contain the technical qualities needed to make high-stakes decisions. As new educator evaluation models are implemented, advances in research and best practices are anticipated. As new research and information emerges through national and state validation efforts, the Nevada approach to measuring student growth may be adapted accordingly.

Recommendations concerning measures of student growth for use in individual educator evaluations will be made after a close examination of the limitations of currently available assessments, data availability and integrity, and technical limitations.

The passage of AB320 during the 2017 Legislative Session made changes to the Student Performance Domain. Legislation removed the statewide assessment data from an educator’s evaluation. However, the local district determined measures remain in the form of the Student Learning Goal.

The **2018-2019** Student Performance Domain – Building Administrators includes:

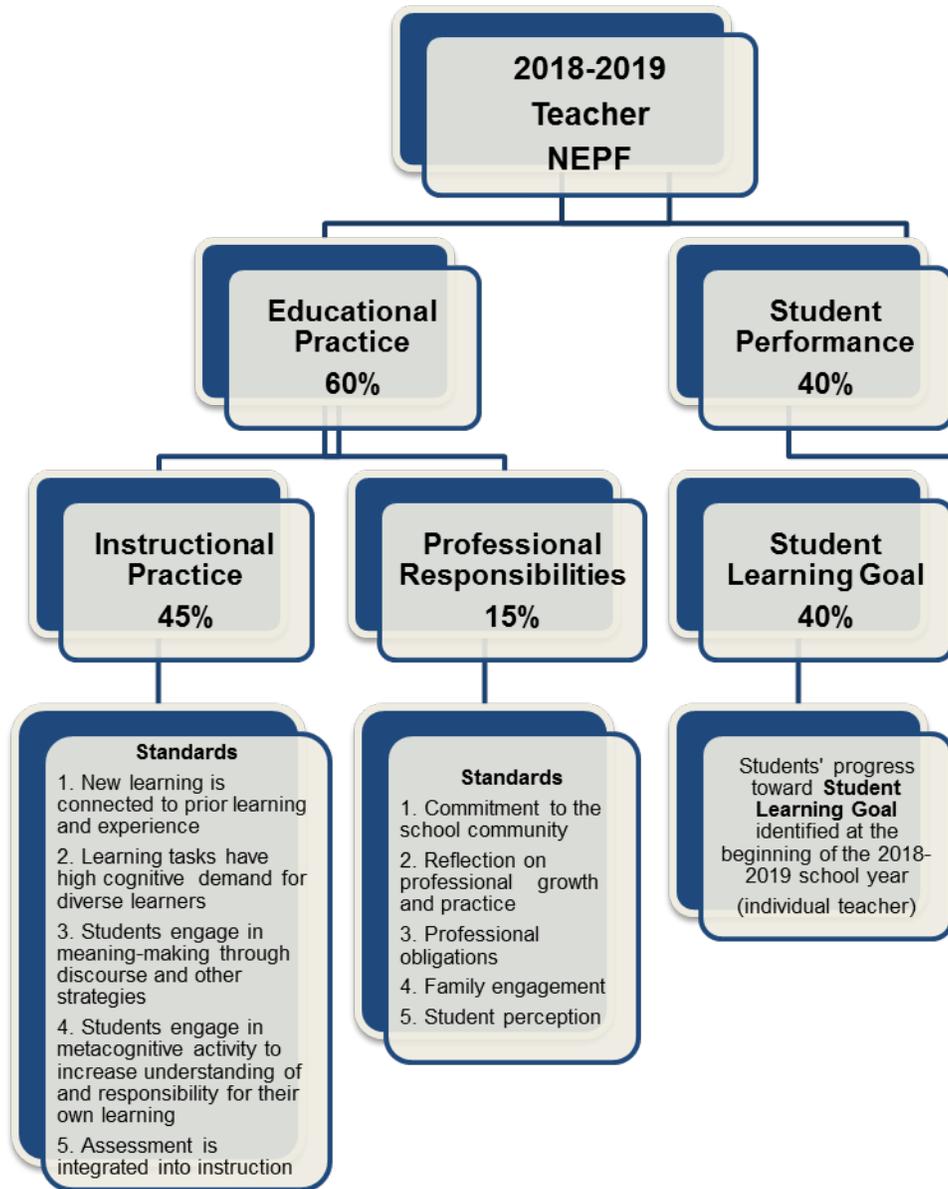
- Student Learning Goal (SLG) score determined by SLG Scoring Rubric after the progress toward the SLG is measured by District Determined Assessments. This score is weighted at 40%. Details on this process are included in Appendix A.

APPENDIX C – TEACHER FRAMEWORK

Overview of the Framework

The NEPF for Teachers consists of two categories and three domains. The Educational Practice Category consists of the Instructional Practice and Professional Responsibilities Domains. The Student Performance Category is the Student Performance Domain. Each domain is weighted differently as recommended by the TLC and approved by the State Board of Education. For the 2018-2019 school year, the Instructional Practice Domain is weighted at 45% while the Professional Responsibilities Domain is weighted at 15% and Student Performance Domain is weighted at 40%.

Figure 9: 2018-2019 Teacher Framework



Instructional Practice and Professional Responsibilities Domains

The Teacher Framework assesses teacher performance across the two overarching categories of Educational Practice and Student Performance. The two domains that comprise Educational Practice are Instructional Practice and Professional Responsibilities. The Instructional Practice Domain identifies and defines the standards for measuring teacher behavior as he/she delivers instruction in the classroom, while also specifically monitoring student behavior. The Professional Responsibilities Domain addresses the standards for what a teacher does outside of instruction to influence and prepare for student learning at each student's highest ability level in the classroom and to promote the effectiveness of the school community.

The teacher domains were determined as a result of a rigorous national review of existing standards, including but not limited to the Interstate Teacher Assessment and Support Consortium (InTASC), the National Board for Professional Teaching Standards (NBPTS), and examples from other states. The focus on Instructional Practice was based on guidance from national experts and the reinforcement of research. Narrowing the scope to the assessment of Instructional Practice and Professional Responsibilities Standards broadens the depth and breadth of the system. The Standards are based on a vast body of empirical evidence, as detailed in the [Literature Review](#), demonstrating an immediate and important connection to fostering student success by building students' 21st century skills so they graduate college and career ready.

The performance Indicators for each Standard and the corresponding rubrics were developed by Dr. Margaret Heritage and her team at the University of California, Los Angeles National Center for Research on Evaluation, Standards, and Student Testing (CRESST). The rubrics and associated performance levels to assess the Indicators were designed to look at teacher and student behavior, with a focus on outcomes vs. processes.

Teacher Instructional Practice Standards and Indicators:

Standard 1: New Learning is Connected to Prior Learning and Experience

- **Indicator 1:** The teacher activates **all** students' initial understandings of new concepts and skills.
- **Indicator 2:** The teacher makes connections explicit between previous learning and new concepts and skills for **all** students.
- **Indicator 3:** The teacher makes clear the purpose and relevance of new learning for **all** students.
- **Indicator 4:** The teacher provides **all** students opportunities to build on or challenge initial understandings.

Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners

- **Indicator 1:** The teacher assigns tasks that purposefully employ **all** students' cognitive abilities and skills.
- **Indicator 2:** The teacher assigns tasks that place appropriate demands on each student.
- **Indicator 3:** The teacher assigns tasks that progressively develop **all** students' cognitive abilities and skills.
- **Indicator 4:** The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies

- **Indicator 1:** The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.
- **Indicator 2:** The teacher provides opportunities for **all** students to create and interpret multiple representations.
- **Indicator 3:** The teacher assists **all** students to use existing knowledge and prior experience to make connections and recognize relationships.
- **Indicator 4:** The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for **all** students.

Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

- **Indicator 1:** The teacher and **all** students understand what students are learning, why they are learning it, and how they will know if they have learned it.
- **Indicator 2:** The teacher structures opportunities for self-monitored learning for **all** students.
- **Indicator 3:** The teacher supports **all** students to take actions based on the students' own self-monitoring processes.

Standard 5: Assessment is Integrated into Instruction

- **Indicator 1:** The teacher plans on-going learning opportunities based on evidence of **all** students' current learning status.
- **Indicator 2:** The teacher aligns assessment opportunities with learning goals and performance criteria.
- **Indicator 3:** The teacher structures opportunities to generate evidence of learning during the lesson of **all** students.
- **Indicator 4:** The teacher adapts actions based on evidence generated in the lesson for **all** students.

Teacher Professional Responsibilities Standards and Indicators:

Standard 1: Commitment to the School Community

- **Indicator 1:** The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.
- **Indicator 2:** The teacher takes an active role in building a professional culture that supports school and district initiatives.
- **Indicator 3:** The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.

Standard 2: Reflection on Professional Growth and Practice

- **Indicator 1:** The teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.
- **Indicator 2:** The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.
- **Indicator 3:** The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.

Standard 3: Professional Obligations

- **Indicator 1:** The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.
- **Indicator 2:** The teacher models integrity in all interactions with colleagues, students, families, and the community.
- **Indicator 3:** The teacher follows policies, regulations, and procedures specific to role and responsibilities.

Standard 4: Family Engagement

- **Indicator 1:** 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 student progress.
- **Indicator 2:** The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.
- **Indicator 3:** The teacher informs and connects families and students to opportunities and services according to student needs.

Standard 5: Student Perception

- **Indicator 1:** The students report that the teacher helps them learn.
- **Indicator 2:** The students report that the teacher creates a safe and supportive learning environment.
- **Indicator 3:** The students report that the teacher cares about them as individuals and their goals or interests.

Student Performance Domain

The school administrator and teacher evaluation systems both contain a Student Performance Domain, which includes data reflecting student growth over time and proficiency. Linking student growth and educator performance is a critical factor within evaluation models, as it has the potential to transform the profession. However, many variables affect the relationship between student growth and educator performance. There are many technical issues surrounding the calculation of student growth and available measures that are both constructive and contain the technical qualities needed to make high-stakes decisions. As new educator evaluation models are implemented, advances in research and best practices are anticipated. As new research and information emerges through national and state validation efforts, the Nevada approach to measuring student growth may be adapted accordingly.

Recommendations concerning measures of student growth for use in individual educator evaluations will be made after a close examination of the limitations of currently available assessments, data availability and integrity, and technical limitations.

The passage of AB320 during the 2017 Legislative Session made changes to the Student Performance Domain. Legislation removed the statewide assessment data from an educator's evaluation. However, the local district determined measures remain in the form of the Student Learning Goal.

The **2018-2019** Student Performance Domain – Teachers includes:

- Student Learning Goal (SLG) score determined by SLG Scoring Rubric after the progress toward the SLG is measured by District Determined Assessments. This score is weighted at 40%. Details on this process are included in Appendix A.