



Educator Effectiveness Newsletter

The Five W's of the Nevada Educator Performance Framework...and More!

Volume 1, Issue 1/July 2015

Effective educators serving all students is a Nevada priority. Effectiveness starts with being informed. The Educator Effectiveness Newsletter will be published periodically and is designed to provide comprehensive and timely information. Since the 2015-2016 school year is the first implementation year of the statewide performance evaluation system, this first issue is dedicated to informing educators about the Nevada Educator Performance Framework otherwise known as the NEPF.

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ABBREVIATIONS

AB= Assembly Bill
ELA=English Language Arts
NAC= Nevada Administrative Code (regulations)
NDE= Nevada Department of Education
NEPF= Nevada Educator Performance Framework
NRS= Nevada Revised Statute (state law)
RPDP= Regional Professional Development Program
SBE= State Board of Education
TLC=Teachers and Leaders Council

Why Develop a Statewide Educator Performance Framework?

“National research (Reform Support Network, 2011) has demonstrated that too few current educator evaluation systems are effectively used to: (1) provide teachers and administrators with the training and tools they need to be effective; (2) better identify and meet individual professional development needs; (3) provide targeted intervention to help struggling educators; (4) make personnel decisions; and (5) reward the accomplishments of effective educators. Implementation of evaluation systems has been perceived as a perfunctory exercise, with insufficient measurement of characteristics directly linked to student achievement.” ([TLC White Paper 2013](#))

During the 2011 Legislative Session, AB222 authorized the creation of the [Teachers and Leaders Council](#) for the purpose of making recommendations to the State Board of Education concerning the statewide performance evaluation system to ensure that educators are “evaluated using multiple, fair, timely, rigorous and valid methods...” (NRS 391.460)

“The evaluation system goals are to:

- Foster student learning and growth
- Improve educators’ effective instructional practices
- Inform human capital decisions based on a professional growth system
- Engage stakeholders in the continuous improvement and monitoring of a professional growth system.” ([TLC White Paper 2011-2013](#))

[NRS 391.31213](#) required a study of the statewide performance system. WestEd was awarded the contract to determine a research basis supporting the validity, reliability, fairness, feasibility, and defensibility of the NEPF. This study started during the 2013-2014 school year and included 86 schools across 11 school districts. The findings from this first [study](#) showed a lack of readiness to fully implement the NEPF for the 2014-2015 school year. Pursuant to [NRS 391.31217](#), the Interim Finance Committee chose to allow a second study to take place, during which, [NRS 391.31214 and 391.31215](#) required districts to implement a “parallel system” of

evaluation for their teachers and administrators that used student outcome data as a portion of the evaluation. To increase readiness, many districts began introducing the NEPF Standards and Indicators as part of this parallel system of evaluation.

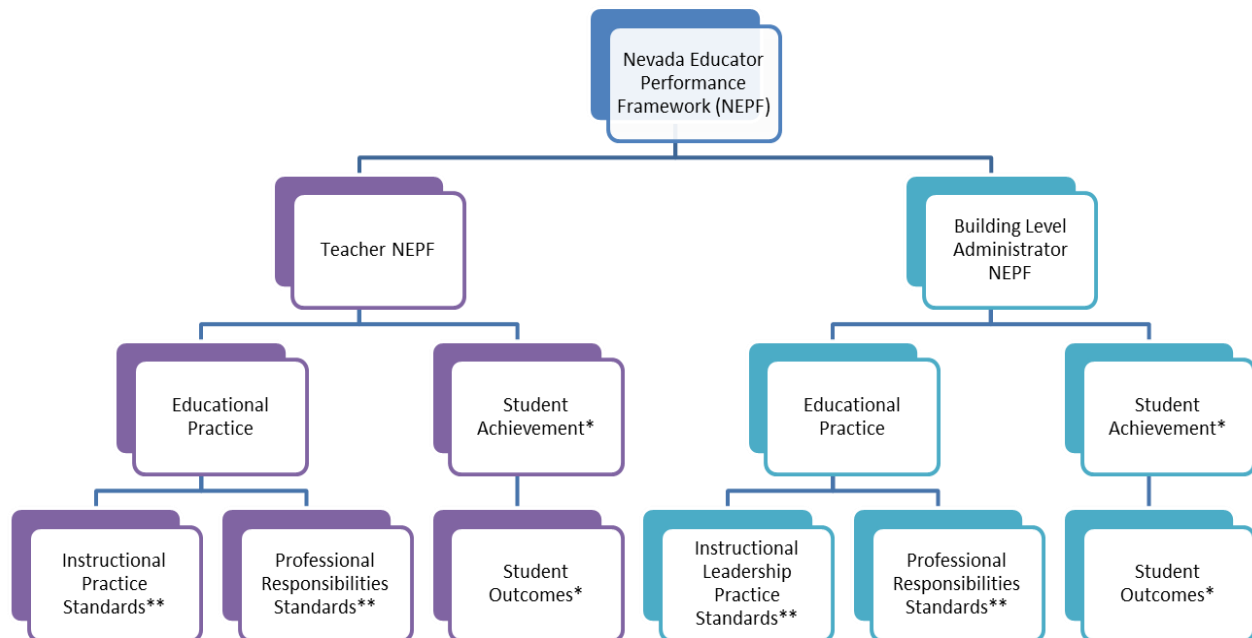
The 2014-2015 study included 142 schools across all 17 of Nevada’s school districts. The personnel from participating schools used the NEPF tools and protocols to complete at least one entire evaluation cycle. Administrators participated in inter-rater reliability training as part of the NEPF study data gathering process. The data was used to calculate the inter-rater reliability among administrators using the NEPF rubric to evaluate instructional practice in relation to the standards and indicators. Reports from both years of the study can be found on the [NEPF page](#) of the NDE website.

WHAT is the NEPF?

The statewide performance evaluation system (now known as the NEPF) was created in [NRS 391.460](#) and [391.465](#) by the passage of AB 222 during the 2011 legislative session. The statutes specifically state that teachers and building level administrators are to be:

- “evaluated using multiple, fair, timely, rigorous and valid methods which includes pupil achievement data (as required by [NRS 386.650](#))...;
- evaluated on use of practices and strategies to involve and engage the parents and families of pupils;
- afforded a meaningful opportunity to improve their effectiveness through professional development that is linked to their evaluation;
- provided the means to share effective educational methods with other teachers and administrators throughout the State; and
- classified under a four-tier design in which each teacher and administrator must be rated as highly effective, effective, minimally effective, or ineffective” (TLC White Paper 2013).

The NEPF rubrics currently consist of State Board of Education (SBE) adopted standards for building level administrators and teachers. These frameworks for teachers and building administrators include two categories: Educational Practice and Student Performance. The Educational Practice category consists of two domains: Instructional Practice (teachers)/ Instructional Leadership Practice (administrators) and Professional Responsibilities (both). The graphic below shows the structure of this part of the NEPF. Additional system details can be found in the accompanying NDE prescribed tools and protocols (per [NAC 391.579](#)), which are located on the [NEPF page](#) of the NDE website.



***2015-2016:** Includes no student achievement data

2016-2017: Includes 20% student achievement data

10% statewide assessment data

10% district data (TLC to recommend to SBE for regulation change)

2017-2018: Includes 40% student achievement data

20% statewide assessment data

20% district data

**TLC to recommend adjusted weighting of domains within the Educational Practice portion of the NEPF

WHERE and WHEN will the NEPF be Implemented?

The NEPF will be implemented statewide beginning with the 2015-2016 school year. All public school districts are expected to comply with the NEPF as outlined in statute and regulations. However, as a result of the passage of AB447(2015) the

implementation of the student achievement portion of the NEPF has been modified from the original requirements. **No student achievement data is included in the NEPF for the 2015-2016 school year.** The graphic below shows the

timeline for implementation of the student achievement portion of the NEPF. During the 2016-2017 school year, the student achievement portion will be 20% (10% statewide assessment data and 10% district measures). The

criteria for district measures will be recommended to the SBE by the TLC.

The 2017-2018 school year student achievement portion of the NEPF will be 40% (20% statewide assessment data and 20% district measures). Additional information on this will be shared and posted on the [NDE website](#) as the TLC makes recommendations to the SBE throughout the 2015-2016 school year.

School Year	NEPF Educational Practices	NEPF Student Achievement
2015-2016	100%	N/A
2016-2017	80%	20%
2017-2018	60%	40%

HOW was the NEPF Created?

AB 222 (2011) created a fifteen member Teachers and Leaders Council, of which 11 members are appointed by the Governor from recommendations made by stakeholder groups. The remaining four members are appointed by the State Superintendent of Public Instruction and the Nevada System of Higher Education (NSHE) Chancellor. “Members of the TLC bring expertise in Pre K-12 standards, curriculum, pedagogy, assessment, personnel evaluation, professional development, parent involvement, and public policy, which are the critical elements identified in driving Nevada’s next generation accountability system.” (TLC White Paper 2013)

The TLC will continue to meet to make additional recommendations to the SBE as required by statute and AB447 (2015).

The NEPF Standards and Indicators are based on an extensive amount of research, as described in the [Literature Review](#) and [Administrator Evaluation Sample Literature Review](#). TLC reviewed national standards from the Interstate Teacher Assessment and Support Consortium (InTASC) and the National Board for Professional Teaching Standards (NBPTS). They also reviewed the Interstate School Leaders Licensure Consortium (ISSLC) and National Board of Principal Leadership Standards (NBPLS) to help determine the NEPF standards for teachers and building level administrators.

The TLC used national experts including [Lynn Holdheide](#) with the Center on Great Teachers and Leaders, [Dr. Margaret Heritage](#) with the National Center for Research on Evaluation, Standards, & Student Testing (CRESST) at UCLA, as well as [Dr. Stanley Rabinowitz](#) and [Sujie Shin](#) with WestEd. Along with calling on national experts, the TLC also created task forces using stakeholders from across Nevada. All of the TLC’s meetings were open to

the public and public comments received during TLC meetings were also taken into consideration during the decision making process. Meeting minutes, archived support materials, meeting dates, and membership information can be found on the [Teachers and Leaders Council page](#) on the NDE website.

2015-2016 TLC Meeting Dates
August 26, 2015
October 28, 2015
December 2, 2015
January 13, 2016
March 2, 2016
April 13, 2016
May 25, 2016
June 22, 2016

WHO will be Evaluated Using the NEPF during the 2015-2016 School Year?

The graphic below indicates which educators will be evaluated using the NEPF during the 2015-2016 school year. Educators listed in the “Not Evaluated using NEPF” column will be evaluated according to district policy. All other educators will be evaluated using the NEPF, unless a district has applied for, and been granted, approval by the State Board of Education to use an evaluation system other than the NEPF.

2015-2016 School Year	
Evaluated Using NEPF	NOT Evaluated Using NEPF
<ul style="list-style-type: none">• Building-level administrators• “Group 1” Educators: grade 4-6 non-departmentalized elementary classroom teachers OR teachers who spend 50% or more of their instructional day teaching ELA or Math• “Group 2” Educators: teachers of non-tested grades and subjects	<ul style="list-style-type: none">• Administrative personnel not assigned to schools• “Group 3” Educators: currently defined as librarians, counselors, and other licensed educational personnel• Non-licensed employees

HOW are NEPF Training, Information, and Resources Accessed?

Pursuant to [NRS 391.31217](#) the training for the NEPF is provided by the RPDPs across the state. RPDP trainers have received professional development on the standards and indicators and have been a vital part of preparing school and district personnel for the NEPF study and implementation.

There are three RPDPs in Nevada, located in the [Northeast](#), [Northwest](#) and [Southern](#) parts of the state. The websites contain valuable information and resources. Use the links above to access each RPDP.

The NDE website hosts a variety of NEPF information and resources. The NEPF study information, tools, protocols, training materials, and communications can all be located on the [NEPF page](#). Current NEPF topics and recommendation information are located on the [TLC page](#), and information regarding changes made to the NEPF during the 2015 legislative session can be found on the Legislative Updates page at [NEPF Modifications\(AB447\)](#). Additional information and resources will be posted as they become available.

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