



Educator Effectiveness Newsletter

NEPF Protocols

Volume 1, Issue 2/Sept. 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 second issue is dedicated to informing educators about many of the Nevada Educator Performance Framework details.

Teachers and Leaders Council - Guiding Beliefs

Inside this Issue

TLC- Guiding Beliefs	1
NEPF - Modifications	2
NEPF - Tools & Protocols	2
NEPF - The Process	3
NEPF - Step 1	3
NEPF - Step 2	3
NEPF - Step 3	4
NEPF - Step 4	4
NEPF - Step 5	5
References	5

To develop a statewide performance evaluation system with a clear purpose, one of the first things TLC members did when they started meeting in October 2011, was to determine guiding beliefs and goals.

The goals of the NEPF ([Educator Effectiveness Newsletter, July 2015](#)) align with the TLC's vision to promote educator effectiveness so that all students master standards and attain essential skills to graduate high school ready for college and career success. This vision started with belief statements such as those below. The comprehensive list located in the [TLC White Paper 2011-2013](#).

- “all educators* (*see definition*) 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.”

ABBREVIATIONS & DEFINITIONS

**Educator=Within the NEPF, inclusive of school level teachers and administrators.*

NAC= Nevada Administrative Code (regulations)

NDE= Nevada Department of Education

NEPF= Nevada Educator Performance Framework

NRS= Nevada Revised Statute (state law)

SBE= State Board of Education

TLC=Teachers and Leaders Council

NEPF - Modifications per AB447 (2015)

The passage of AB447 during the 2015 legislative session made several changes to the statewide performance evaluation system, otherwise known as the NEPF. As a result, no student achievement data will be used for evaluation purposes for 2015-2016 school year. This change required the TLC to recommend new weightings for the domains within the Educational Practice Category.

*NEPF Weightings:

School Year	Instructional Practice - Teachers Instructional Leadership - Administrators	Professional Responsibilities	Student Outcomes
2015-2016	80%	20%	0%
2016-2017	60%	20%	20%
2017-2018	45%	15%	40%

* Pending outcome of regulatory process.

Observations/Evaluations:

Beginning with the 2015-2016 school year all educators receive one evaluation per year. The number of observations required is differentiated according to effectiveness rating and probationary status.

Probationary Educators	Year One Probationary	Year Two Probationary	Year Three Probationary
# of required evaluations	1	1	1
# of required scheduled observations	3	2 <i>(if rated Highly Effective or Effective in Year One)</i>	1 <i>(if rated Highly Effective or Effective in Years One and Two)</i>
If overall performance on the evaluation is rated as Minimally Effective or Ineffective during the first or second year of the probationary period, the educator must receive one evaluation during the immediately succeeding school year based in part upon three observations .			

Post-Probationary with Previous Year Rating of:	# of required EVALUATIONS	# of required scheduled OBSERVATIONS
Highly Effective or Effective	1	1
Minimally Effective or Ineffective	1	3
If evidence from the first two observations during the school year indicates that, unless performance improves the educator may be rated as Minimally Effective or Ineffective on the evaluation , the post-probationary teacher or building level administrator may request that the third observation be conducted by another administrator.		

Additional information about AB447(2015) can be found on the [Legislative Update](#) webpage.

NEPF Tools & Protocols

The NEPF tools, protocols, rubrics, archived newsletters, and other helpful resources can be found on the [NEPF webpage](#) or by following the pathway outlined below:



NEPF - The Process

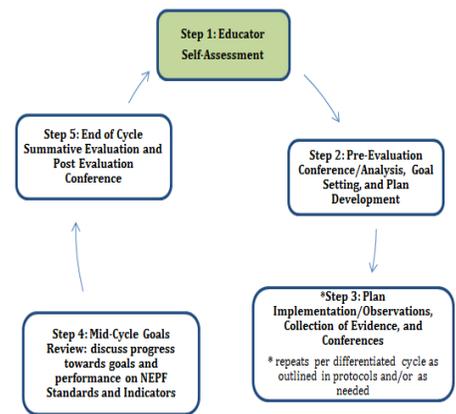
According to the NEPF Protocols, “At the beginning of the school year the educator receives a [complete set of materials](#) outlining the evaluation process and the educator and evaluator meet to establish expectations and consider goals. They discuss the evaluation process together (including observations/visits, collection 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.” The steps in the process are **briefly** explained throughout the rest of the newsletter. Complete protocols are located on the [NEPF Tools and Protocols webpage](#).

Step	Timeline
Step 1: Educator Self-Assessment	Late Summer/Early Fall
Step 2: Pre-Evaluation Conference Analysis, Goal Setting, and Educator Plan Development	Early Fall
Step 3: Observations and Conferences Plan Implementation and Collection of Evidence	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

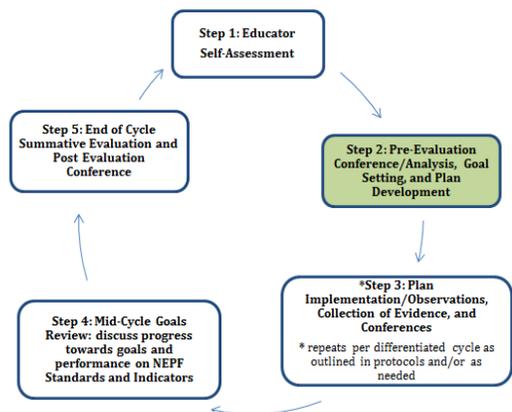
NEPF Step 1: Self-Assessment Protocols

“The first step of the NEPF Evaluation Cycle is 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...” (NEPF Protocols p. 13)



NEPF Step 2: Analysis, Goal Setting, and Plan Development Protocols



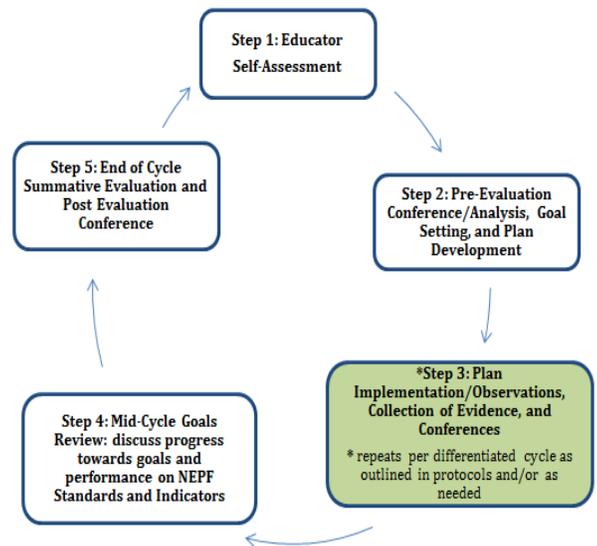
“This step of the evaluation cycle for continuous improvement is where joint goal setting and plan development occurs. It begins with the educator sharing their self-assessment and proposed goals with the evaluator during the Pre-Evaluation Conference. The educator collaborates with the evaluator to 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...” (NEPF Protocols p. 14)

NEPF Step 3: Implementation/Observation, Collection of Evidence, and Conference Protocols

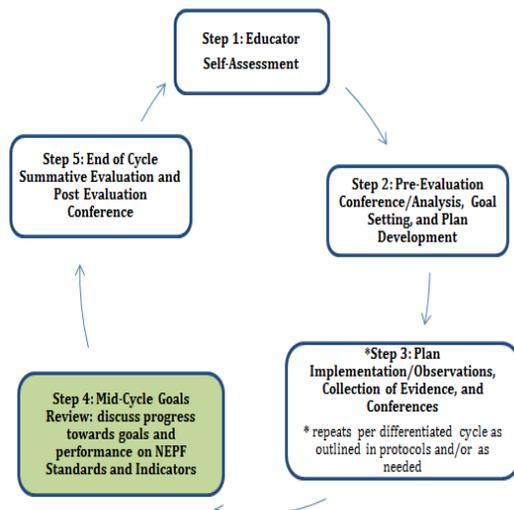
“The third step of the evaluation cycle is implementing the Educator Plan. For the duration of the cycle, the educator pursues the attainment of the student learning and professional practice goals identified in the Plan and collects evidence on the Standards and Indicators to share with the evaluator. The evaluator provides feedback for improvement, ensure timely access to planned supports, and collects evidence on educator performance and progress toward goals through multiple sources.

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 **Pre- and 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 collection of evidence...”

“Purposeful observations offer critical opportunities for evaluators to observe, collect evidence, and analyze the educator’s practice. Observations should be both announced and unannounced, and frequent observations provide invaluable insight into the educator’s performance. The evaluator uses the **Observation Tool** and **Evidence Review Tool** to collect evidence. **Observations are NOT scored.**” (NEPF Protocols p. 15)



NEPF Step 4: Mid-Cycle Goals Review Protocols



“The fourth step is a mid-cycle goals review. A conference should be held to discuss educator progress towards attaining goals and performance on 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. It is an opportunity to take stock by reviewing evidence collected by the educator and evaluator. If there are patterns of evidence demonstrating performance that is either *ineffective* or *minimally effective*, 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 struggling, this allows the evaluator to provide the educator with the assistance required to

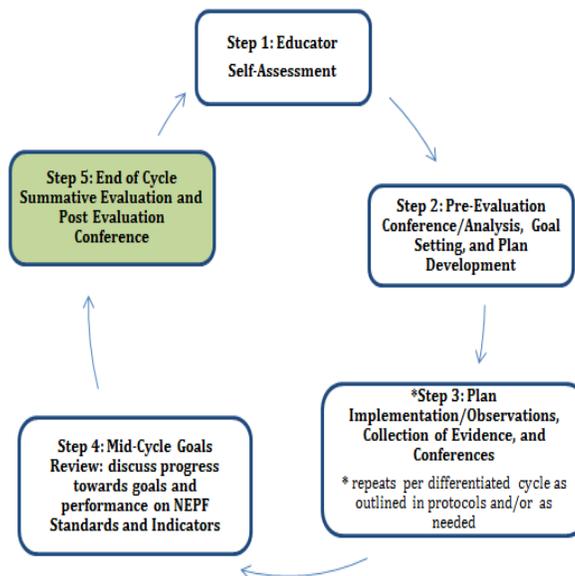
address areas of concern. Evaluators use the **Educator Assistance Plan Tool** to describe the actions that will be taken to assist the educator and state directives...” Early support is best; therefore, this tool can be used to provide assistance to educators at any time during the evaluation cycle. (NEPF Protocols p. 16)

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

“The final step is the summative evaluation, which completes a full evaluation cycle. In this step, the evaluator reviews and analyzes the evidence, gathers additional evidence and insights from the educator, 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....”

“During the evaluation conference, the educator and evaluator review the Evaluation Conference Summative Rating Tool on which the evidence and final rating for the Educational Practice category is recorded. The table below shows the scoring ranges used to determine the final rating for the Educational Practice Category for teachers and building level administrators for the 2015-2016 school year.” No student performance data is used for the 2015-2016 school year; therefore, the final Educational Practice score is the score used to determine the final rating.

(NEPF Protocols p. 17)



2015-2016 School Year	
Overall Score Range	Final Rating
3.6 - 4.0	Highly Effective
2.80 - 3.59	Effective
1.91 - 2.79	Minimally Effective
1.0 - 1.9	Ineffective

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